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STUDIES IN LIBRARY SCIENCE

LIBRARIES AND READERS IN THE
STATE OF NEW YORK

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LIBRARIES AND READERS IN THE STATE OF NEW YORK

The State's Administration of Public and
School Libraries with Reference to the
Educational Values of Library Services

By

DOUGLAS WAPLES & LEON CARNOVSKY

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PREFACE

THIS text was submitted nearly two years ago to the Secondary Education Division of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. The study was duly authorized and entirely financed by that investigation. Without the state-wide interest aroused by the scope of the Inquiry as a whole it is unlikely that the information herein reported could have been secured from public-school teachers and from parents of high-school students. Without the generous aid of many other participants in the program we should have lacked many sorts of useful comparative data. Without the criticism and advice of Francis T. Spaulding, who directed the studies in the area of secondary education, the report would have missed several important relations between the quality of library services and the state's administration of schools. For all such assistance we express our sincere thanks.

Publication of the report, by consent of the director of the Inquiry, in the Graduate Library School's series of "Studies in Library Science" is explained by its omission from the series of volumes published by the Inquiry itself. The authors trust that both the findings and the procedure may prove sufficiently interesting to students of librarianship, of public administration, and of community reading to justify its unofficial publication. The volumes published officially contain various incidental references to libraries and should of course be examined in connection with the present text. The official publications have been announced as follows: Francis T. Spaulding, *High School and*

Life; Charles H. Judd, *Preparation of School Personnel*; Alonzo G. Grace and G. A. Moe, *State Aid and School Costs*, F. W. Reeves, T. Fansler, and C. O. Houle, *Adult Education*; Elizabeth Laine, *Motion Pictures and Radio*; Ruth Eckert and Thomas O. Marshall, *When Youth Leave School*; Howard E. Wilson, *Education for Citizenship*; Thomas L. Norton, *Education for Work*; C. E. A. Winslow, *The School Health Program*; and Julius B. Maller, *School and Community*. Several, if not all, of these titles supply information concerning other needs for library services than those we have discussed. The services valuable to adult education of various sorts are plainly suggested by the volume *When Youth Leave School*.

DOUGLAS WAPLES
LEON CARNOVSKY

UNIVERSITY OF CHICAGO
February 15, 1939

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CHAPTER I

SUMMARY

NEW YORK'S educational system includes several agencies to extend the educational values of print. New York has gone far, both in legislation and in practice, to stamp the library as an educational service. Efficient library service is not merely recognized as being in itself important, it is also recognized as an important condition for the efficient operation of the public schools. The inquiry has accordingly included a description of the state's library administration, and the present report attempts to supplement the description by snapshots of the state machinery in action.

The state authorities would presumably benefit by knowing what library practices in particular communities are worthy of general adoption and what other practices are generally undesirable. To identify practices of both sorts should go far to define efficient policies. We have accordingly examined certain communities in which the best practices are likely to appear. The worst practices are evident by contrast. There is considerable evidence at hand to show the relative importance of the various public agencies for the distribution of reading matter, as against the private or commercial agencies, in different sorts of communities. To estimate the relative social importance of each agency should encourage a sound economy of reading distribution. The points at which our evidence falls short of definite recommendations define problems for further study.

Certain aspects of community reading behavior have been chosen as a basis on which to discuss problems of administrative policy. The choice was guided by certain assumptions which underlie and give direction to the entire report. The assumptions find ample support in the evidence available, of which only parts appear in the following chapters.

The first assumption is that the state seeks to establish whatever conditions in each community supply the strongest incentives toward the "better" publications to the consequent neglect of the "worse." There are no rules by which the better and the worse can be distinguished. We cannot say what "good reading" means until we can answer the questions "good for whom," "good for what purpose," "good for how long," and "how good, as compared with other sorts of vicarious experience like conversation, lectures, radio, motion pictures, and many others." Such questions invite careful studies in each type of community.

But what we can say with some confidence is that, in the long run, American communities will benefit to the extent that they read what is written sincerely, that is, whatever presents the truth without bias, makes precise distinctions in meaning which challenge the reader's scholarship, and depicts life as clearly as the literary arts can depict it by emotionalizing the truths of human experience and distinguishing the heroic from the normal. Such writing can be sharply contrasted with the fabrication of half-truths designed to exploit the careless reader; to win his unreflective allegiance to certain business interests, religious sects, political parties, or social doctrines. Insincere fiction has the social effects of the motion picture at its worst. In its attention to the reading needs of the youth, at least, it is not enough for the state to promote the "better" publica-

tions. It must likewise condition the youth against the "worse," since the "worse" are more numerous and more easily available.

A second and prerequisite assumption is that the state must teach the youth how to read. Fluency in reading is an end in itself. But fluency is best achieved by reading much, whether the publications read be good or bad. We read most when we read under emotional excitement. The more sensational the publications, the more eagerly children and most adults will read them. Yet the more sensational publications are usually the less authentic. Hence, to facilitate the schools' efforts to teach the youth how to read, the state must supply more of the publications that are merely exciting than it would supply otherwise.

A third assumption, supported by several recent studies, is that, other things being equal, the most accessible publications are those most widely read.¹ This means that most of us, including students, will read the one publication on our desks, if there be only one, before we read any other. From two on the desk, we will choose the more readable—the one that can be read with the least mental effort. Given three, of which two are equally readable, we will choose the one which concerns the subject in which we are more interested. Since administrative controls can more readily affect the availability of publications than any other equally important influences upon reading, it follows that the state administration should supply both the more authentic and the more readable publications as needed by the readers who benefit most from each.

¹ Leon Carnovsky, "A Study of the Relationship between Reading Interest and Actual Reading," *Library Quarterly*, Vol. IV, No. 1, "Community Studies in Reading, II Hinsdale, a Suburb of Chicago," *Library Quarterly*, Vol. V, No. 1, "The Evaluation of Public Library Facilities," *Library Trends* (Chicago: University of Chicago Press, 1937).

A fourth assumption is that accessibility or physical nearness alone is not a sufficient stimulus, when all sorts of publications are available to some extent. The fact that anyone in a given community can secure a volume of Emerson's essays by waiting his turn at the public library or by paying two dollars for it will not much affect the reading of Emerson. If an easy magazine lies within reach and if the reader is somewhat normal, he will prefer the magazine to the book. The incentives that determine which of the many publications available a given reader will read are thus usually more important than mere accessibility. The evidence may be summarized as follows: To increase the availability of all publications increases the reading of the more exciting, and usually less substantial. Even when the "better" publications are more accessible than the "worse," the better will be largely neglected unless the right incentives are applied.

To increase the reading of the better publications to the proportional decrease of the worse the reader must be led to prefer them by sympathetic and, usually, individual guidance. If his parents prefer the worse to the better, the school must meet the challenge as best it can. If good and bad publications are equally available, guidance, whether by parents, by teachers, by the "gang," or by others, will determine the selection.

In short, the assumptions imply that to increase the educational values of reading the more useful publications must be easily available. School and public libraries are the natural means to this end. The more useful publications will cover two sorts of literature. One sort should be interesting to young students engaged in learning to read fluently. The other sort should be interesting to the users of either library who prefer good writing to bad, the sober

whole truth to the sensational half-truth, and insight to mere cleverness.

If useful publications are available, students must then be conditioned against shoddy writing. Without effective guidance beyond the conventional school assignments students read largely for thrills. With effective guidance they read to follow the news and to satisfy their curiosities about important adolescent questions involving sex, choice of careers, problems of personality, current hobbies, unfamiliar and appealing types of character, and much else. The responsibility for such guidance cannot rest upon high-school English departments as now constituted. Teachers of English are justly preoccupied with the artistic aspects of reading which are essential to persons engaged in or aspiring to literary occupations and valuable to everybody else. Doubtless all students should be exposed to literature as an art. Many of them will seldom read anything for its artistic values alone after leaving school. But it is socially dangerous for students to leave high school without specific instruction in the other uses of print more important to the large majority not engaged in literary occupations. It is still worse for them to leave before they have learned how to recognize the more obvious sorts of propaganda as such and how to use most intelligently the sorts of print which they are likely to read for the rest of their lives. It is also dangerous for such instruction to be supplied, as at present, by schoolmates, by older acquaintances, and by parents who have never learned to read skeptically.

A third move in the direction indicated is to implement such guidance with the administration of school and public libraries. Both libraries offer the best means of influencing students' reading wherever local incentives are weak. The state supervisory authority should use them for all they

are worth to establish and maintain a proper supply of appropriate publications in each community, to restrict the use of purely juvenile books and magazines to students who are learning to read, and to stimulate all other students to read increasingly substantial publications

How successfully these aims are being pursued should appear in the extent to which "good" reading is available in selected communities and in the sorts of publications actually read by the various social groups. Chapters II, III, and IV accordingly describe the quantity and quality of reading matter obtained from different agencies by different groups of readers. For reasons set forth in the text, the evidence was obtained mainly in two communities—hereinafter called Extown and Wytown—because together they represent communities in which the supply of good reading matter is well above average and separately they represent widely different cultural and economic levels. The sample includes the three groups which do most reading in any community, namely, high-school students, public-school teachers, and parents of high-school students. The findings help to indicate the relative educational value of the different distributing agencies

The remaining chapters seek to apply the Extown-Wytown findings, and much other evidence, to the problems confronting local and state authorities. Chapter V describes the various administrative forms designed to meet the problems. Chapter VI undertakes to state the present administrative problems. The final chapter offers certain recommendations to the Board of Regents.

To present an overview of the complete report we shall abstract each chapter in turn. The abstracting emphasizes, perhaps more plainly than the chapters themselves, the sequential relation of the following topics: educational as-

pects of current reading by students, teachers, and parents; influence of the different distributing agencies upon such reading; resulting problems of school and public-library administration, and steps proposed for the solution of the problems by local authorities with state assistance as needed.

Thus, chapter II describes the number and proportion of books and magazines supplied to high-school students in Extown and Wytown by each of the typical agencies. We find a general tendency in both communities for the quality of students' reading to improve with age. The comparison of magazines read by students of the ninth and twelfth grades shows striking decreases in adventure, juvenile, motion picture, and love magazines and gains in fine arts, liberal, monthly review, professional, and quality magazines. Despite the extent and rate of improvement, the twelfth-grade students continue to read many magazines of poor quality.

Improvement from the ninth to the twelfth grade is also evident in the choice of books. In Wytown the proportion of adventure stories to all books read declined about 24 per cent. The proportion of essays, drama, and poetry increased 30 per cent; and such improvement is not confined to the books read to satisfy school assignments. But when fiction books are classed by differences in quality according to a severe adult standard, we find Extown students of all grades reading novels, 33 per cent of which class as inferior, 45 per cent as medium, and 22 per cent as superior. The corresponding percentages for Wytown are 64, 26, and 10 per cent, respectively. The publications read by high-school students in these communities thus range from the better to the worse, and their quality improves markedly with each year of schooling beyond the ninth grade.

Next, we can identify different sorts of magazines and books with the different sources of supply. We find that of all magazines and books reported by high-school students in the two communities combined, about 40 per cent were supplied by the public or state agencies, namely, the school library and public library. The percentages for Extown and Wytown separately are 30 and 48 per cent.

The school library supplies Extown high-school students with 32 per cent of the books they read and Wytown students with 52 per cent of their book-reading. The public library supplies about one-fourth of the books read by high-school students in both places, but a larger proportion of students use the public library in Wytown than in Extown. Three sources—public library, personal libraries, and friends—supply 80 per cent of the “inferior” novels read by Extown students and 77 per cent of those read by Wytown students. The school library supplies less inferior fiction than the three other sources. The influence of accessibility appears plainly in the greater use of home libraries by Extown students since Extown homes are far better supplied with publications than are Wytown homes.

Even in communities like those studied, which are well supplied with reading matter, it is clear that the school and public libraries are important sources of books and that the school library supplies more of the better books. The educational value of students’ reading in such communities thus depends upon the efficiency of book and magazine distribution by the school libraries and public libraries and upon the quantity and quality of publications obtained from other local (and chiefly commercial) agencies. To harmonize the two sources of supply the high school should undertake to direct the individual student’s reading. Students have, almost always, closer and more bene-

ficial relationships with school librarians than with public librarians.

Chapter III describes the reading of teachers. In both cities the magazines most read by teachers are professional, digests, and weekly news magazines. The community differences appear in the preference of Extown teachers for élite and quality magazines, and of Wytown teachers for weekly news and women's magazines. The magazines read most by elementary- and high-school teachers show marked differences. The high-school teachers read more widely. In magazines they read twice as much proportionally of liberal, monthly review, quality, and weekly miscellanies.

Teachers' book-reading is of course largely professional in character, which explains why teachers and students are about the only social groups reading more nonfiction than fiction. The fiction they do read is about 17 per cent inferior, by our criterion, 66 per cent medium, and 17 per cent superior.

The public agencies supply less of teachers' reading than of students' reading. But they supply about 16 per cent of the teachers' magazines and about 32 per cent of their books. The proportion of both magazines and books so supplied is larger in Wytown than in Extown. Elementary-school teachers obtain from the public agencies fewer magazines and more books than high-school teachers obtain.

The character and sources of teachers' reading in the favored communities of Extown and Wytown show the school library and public library to be important sources of teachers' professional reading. Both libraries also supply teachers with many of the magazines and books they need to keep abreast of the world their students live in, and

the public library supplies some purely recreational reading. Extown teachers use the public agencies less than Wytown teachers. Teachers in both communities depend mainly upon commercial agencies, and their reading needs would doubtless be met more fully if the public agencies were strengthened. If this statement applies to Extown and Wytown, it applies with greater force to other communities in which the commercial agencies are weaker.

Chapter IV, which concerns the reading done by parents of high-school students, is most interesting, perhaps, for the comparisons it affords with the reading by teachers and students.

Differences in the types of magazines and books read by Extown and Wytown parents are consistent with those of teachers and students in their respective communities. In both places the parents sampled read fiction and nonfiction books in almost equal amounts. Four books of fiction to one of nonfiction is about the national ratio. Thus, it appears not only that our sample represents a high selection of parents but that the two communities read far more substantial books than the normal community. The community differences appear in Extown's larger attention to novels dealing with modern social problems and to poetry, drama, and essays as against Wytown's larger preference for romantic novels and books on religion. The novels read by parents in the two communities combined are classed as follows by our criterion: inferior, 34 per cent, medium, 56 per cent, and superior, 10 per cent.

The public library alone supplied more than one-fifth of the parents' books in Extown and more than one-third in Wytown. The difficulties involved in any qualitative rating of nonfiction are so serious that none was made. Without such rating it is dangerous to contrast fiction with non-

fiction and to assume that the more "educational" agencies are those supplying the larger percentage of nonfiction. Yet the sense of the data supplied by the parents reporting is that the public library, in Wytown certainly, and to a somewhat smaller degree in Extown, is an important source of nonfiction books—and of "good" nonfiction books. The same situation obtains in other urban communities—St. Louis, for example—in which comparable facts have been secured. If this general condition obtains in New York communities which are relatively well supplied with reading matter, and we believe it does obtain, it appears that the public library is to the adult book-reading population about what the school library should be to the school population—the best source of good reading for readers who cannot or will not obtain it elsewhere.

The reading patterns of students, teachers, and parents as thus briefly sketched go far to justify confidence in the high schools. For example, the percentage of parents' fiction-reading which was classed as "superior" in the two communities combined is less than that of the two groups of Seniors combined. The magazines read by teachers are somewhat more substantial than those read by parents, and Senior students tend to read the magazines read by teachers more than they read those preferred by their parents. The resemblance of teachers' and Seniors' reading patterns is naturally closer in books than in magazines. In Wytown both teachers and Seniors read only one book of fiction to five books of nonfiction. In Extown the teachers' ratio is about one fiction to three nonfiction and the Seniors' is one fiction to one and one-half nonfiction.

We thus venture the general statement that in communities like the two studied, where reading matter is plentiful and where the high schools maintain school libraries and

programs of reading guidance which compare favorably with those in any other communities of comparable size, we have a basis on which to discuss conditions affecting the educational status of reading throughout the state. We have noted that the quality of students' reading tends to improve throughout the high-school period; that teachers influence students to read a larger proportion of the better publications than the students' parents read; and that the public agencies, meaning the school library and the public library, are the most productive sources of the better publications read by both students and parents. But we also state the conviction that, even in Extown and Wytown, the educational values of reading could be increased for many groups of readers and without additional expense by closer co-operation between the two public agencies, by increasing the high schools' attention to individual guidance in reading and by a more judicious selection of books by the public libraries.

In so far as this conviction is justified, we can assume that conditions in other and less favored communities stand in far greater need of these and other relatively inexpensive means of increasing the educational uses of print. In many such other communities the reputable publications obtainable from local commercial agencies are few in number, limited in variety, and expensive. There are fewer and weaker incentives toward good reading supplied by parents and friends. School libraries lack the book and magazine resources required by the high-school curriculum and contain still less of good recreational reading. They are inadequately housed and insufficiently staffed to serve all students in the school, and still less are the librarians and teachers equipped to guide the reading of individual students.

Many rural communities contain no public library. In others where a public library does exist, it lacks the number and variety of books and the sort of personnel to render the service, either to school children or to adults, which the cultural needs of the community require.

The foregoing observations regarding the nature and sources of community reading in the state all point to the school library and the public library as the institutions which the state authorities can most readily control and by means of which the present educational uses of reading can be generally extended and enriched. The following chapters accordingly consider the present forms and progress of library organization in the state and attempt to formulate the larger problems of school and public-library administration.

Chapter v sketches the existing legislation concerning the establishment and maintenance of school and public libraries. It then describes the character of library service in several New York communities selected to represent different types of organization. The relationships existing between the school and public libraries are discussed in some detail, to the end of indicating methods of co-operation appropriate to different local conditions. No one type of organization was found well adapted to conditions in all communities.

Our attention to school and public-library organization and co-operation throughout the state was necessarily indirect and to some extent secondhand. We were not instructed to undertake a survey of libraries because no such survey could add much of importance to what New York library authorities already know, unless the survey were specifically aimed at certain definite problems, of the sort mentioned in the next chapter, which we lack the facts to

solve. But our information concerning the organization and operation of libraries throughout the state is amply sufficient to show that in most communities, less fortunate than Extown or Wytown, the dependence upon school libraries and public libraries is far greater, and the libraries' resources to meet the need are far less, as chapter v explains.

Because the state's library authorities are naturally much concerned to clarify and to improve the relation of libraries to the schools, we may here give our opinions on several important aspects of this relationship, as implied by existing legislation and by the present administrative conditions.

1. School and public libraries make a positive contribution to the educational program of the state, especially where the two are effectively co-ordinated.

2. The libraries' educational values are closely related to the funds available for personnel, bookstock, and physical equipment.

3. Several types of co-operation between school and public libraries have been developed by different communities in the state. Their relative educational value depends upon the other local sources of reading, upon the cultural status of the community, upon the relative strength of the school and public libraries, and upon the personalities involved.

4. Elementary schools should be provided with library service to combat the trashy juvenile publications supplied by other sources as well as to enrich the school curriculum. The service may be supplied by routing books from a central school collection (or the public library) to each building, or by libraries in each building, with frequent deliveries to classrooms

5. The present supply of school and public librarians who are able to guide students' reading in directions most useful to the schools is too small. This report is not concerned with the problems of training librarians. We do not know whether the scarcity of competent personnel results from inadequate training or from inadequate financial inducements, or both. We do know that the salaries received by many highly competent librarians in the state are distressingly low. The competence desired must include the ability to work effectively with teachers upon curricular problems and to select whatever print is best suited to the extra-curricular needs of different student groups and individuals.

6. The character of the educational influence which the public library should exercise takes its complexion from the nature of its patronage and community. In Extown the public library's role might properly be confined to the distribution of books. In Wytown its role might include assistance and advice to adults in selecting their reading. In communities lacking school libraries as such the public library should offer equivalent service to students so far as financial conditions permit. Other services to adult education are indicated in the official publications of the Regents' Inquiry.

7. The present methods of state aid to public libraries need to be carefully reviewed in the light of present conditions. More effective methods will stimulate or facilitate the establishment of library service in areas now without it. The establishment of new libraries is not seriously being promoted now. More satisfactory methods will also apportion the amount of aid to the relative need, as against the present maximum grant of one hundred dollars to each library or branch. Grants adjusted to the local need should

greatly increase the beneficial effects of present standards to be met by any library receiving a grant.

Chapter vi attempts to state the major administrative problems emerging from the foregoing accounts of community reading and library organization.

The first of such problems is to increase the competence and number of school librarians. A step toward this end which involves least expense would be to strengthen the supervisory powers of the State Library Extension Division. It would likewise be helpful to review the present regulations which determine the amount and training of school librarians by the number of students in the school. It would seem that size of enrolment should determine rather the number of librarians than the competence of librarians.

To improve book and magazine collections is the second problem. Like the problem of securing more competent personnel, the supply of more and better reading matter calls for some means of relieving the present financial distress of the large number of small schools. Perhaps the best hope lies in the organization of central school districts. Intensive studies should be made to determine both the minimum book needs for specific courses of study and the minimum funds required to supply the books for schools of different enrolments.

A third problem is to provide adequate space and equipment for the school library. Its educational purpose is defeated when the library has insufficient room to accommodate readers as well as books and to make a sufficient number and variety of publications easily available to all readers.

Each of the three problems noted is essentially a problem confronting the local school authorities. It is only be-

cause they are pressing for solution in most of the school systems of the state that the problems require the attention of the state authorities. Since their existence is due to scarcity of local funds, an easy recommendation to make is that the state lend financial aid on the basis of relative need. But the state, like the local community, has other and perhaps more urgent demands upon its funds. We should therefore try first to discover other remedies.

The more obvious of such remedies is a closer relationship between the school library and the public library. Their co-operation may be formal or informal and may represent any one of several patterns observed in New York communities. The need for co-operation is naturally greatest in the rural areas.

Another remedy would be to establish regional depots or deposit collections throughout the state—a provision which would greatly benefit public libraries as well as the school libraries. Such extension of the state library would facilitate temporary loans to neighboring libraries from the regional collections and would stimulate the establishment of public libraries in areas now without them. This does not mean the substitution of state service (either from Albany or from the regional collections) for local school libraries. It means rather the provision of an economical means of supplementing the local libraries, which should be a part of every school.

Chapter VII, in conclusion, makes six recommendations to the Board of Regents—recommendations emerging from the previous discussion and selected with regard to their immediate practicability and relative importance.

- 1 It is first recommended that the sections relating to the library as an educational institution and as embodied

in the several reports on different divisions of the Inquiry be brought together and considered as a unit.

2. It is recommended that school districts which at present are too small to support even one full-time school librarian and an adequate supply of books be increased to the size which will provide such support

3. It is recommended that the benefits of public-library service, to students and to adults as well, be extended by the establishment of regional depositories.

4. It is recommended that the State Library Extension Division be encouraged, by every means available to the Board of Regents, to develop its present program

5. It is recommended that a long-term study be authorized for the purpose of devising a more equitable basis than the present basis for money grants to public libraries from the United States Deposit Fund

6 It is finally recommended that a similar study be authorized to develop a satisfactory basis for the redistricting of public-library areas and school-library areas

CHAPTER II

HIGH-SCHOOL STUDENTS' READING

TO EVALUATE the reading behavior of any community or social group one must first describe and explain it. The description is relatively easy. It requires merely a record of everything read by a fair sample of the group through a fair sample of time, with such organization of the facts as will make them comprehensible. To explain the record is much harder. The incentives and inhibitions that determine what one person reads or neglects to read in a single day are highly complex and widely variable. Their complications multiply with each addition to the number of readers. Hence, useful explanations of group-reading behavior must be addressed to the few questions most relevant to the purpose in view.

The questions we shall ask about the reading of high-school students are indicated by the purpose of the Inquiry. The purpose of the Inquiry is to estimate the social benefits of public education in relation to their cost. Hence, we may start from the educational benefits commonly imputed to reading. We may then ask what aspects of reading behavior are socially desirable, to what extent they result from public education, and what administrative changes might further extend them.

We commonly assume that well-educated people can be distinguished from poorly educated people by their reading behavior, as one of many evidences of education. We assume that the better-educated are those who read more easily, who read the more substantial publications, and

who read more widely. If so, we should be able to describe the social efficiency of education in terms of increases, from grade to grade, in the mastery of the essential reading skills, in the proportion which the "more substantial" publications are of all the publications read, and in the range of subjects read per student. Fluency, depth, and scope of reading are accepted indications of educational status.

Differences in fluency of reading represent differences in the mastery of reading skills which underlie all uses of print. It is thus the business of the elementary school to teach children how to read. Most students admitted to high school have learned how to read publications more difficult than those read by most adults. Progress beyond the ninth grade should thus make for an equivalent increase and improvement in the scope and quality of reading, to which gains in the ability to read are largely incidental. For these reasons we shall pay no particular attention to reading skills as such or to other more strictly pedagogical aspects of reading that have been more fully treated in educational literature.

But one should not forget that differences in the degree to which reading skills were mastered in the elementary school go far to explain differences in the amount and character of what is read by high-school students and by adults as well. The incentives supplied by all other phases of the school curriculum explain other differences. Still others are explained by parental influences and by the many other environmental conditions by which the effects of education are always modified.

A fourth factor of differences in reading behavior, and normally one of the most important, is the local availability of reading matter. How differences in the local supply of publications are related to differences in the educational

values of reading is a question not yet answered. To meet this question is thus our first responsibility. Recent studies have convincingly shown that what people in general read depends more upon the publications easily available than upon any other single factor.¹ Next in importance is the factor of "readability," which reflects both the reader's ability to read and the pleasure he finds in any one writer's style. The third factor is subject interest, that is, the reader's interest in what the writer is writing about.

Because the relative availability of publications in the normal community is the strongest single influence upon reading behavior, and because this influence depends so much more upon administration than upon other factors less easily controlled, we shall pay considerable attention to the publications supplied to high-school students by the public agencies (i.e., the school library and the public library) as contrasted with the private or commercial agencies

Procedure —The available evidence is extensive. A recent publication has summarized important research to date on the sociological implications of reading, has defined numerous problems inviting further study, and has described the available sources in considerable detail.² A bibliography³ recently issued by the American Educational Research Association is an excellent guide to evidence whereby descriptions of community reading can be related to social values which public education undertakes to promote. Hence it would be legitimate to evaluate New

¹ L. Carnovsky, "The Relation of Reading Interest to Actual Reading," *Library Quarterly*, IV, No. 1 (January, 1934), 76-110.

² Douglas Waples, *People and Print* (Chicago: University of Chicago Press, 1938), chap. v.

³ "Review of Educational Research," *Educational Sociology*, Vol. VII, No. 1 (February, 1937).

York's school libraries and public libraries in terms of what is already known about high-school students' reading and about the agencies that supply their reading matter. Such an evaluation, based upon evidence from many states, would have a high degree of validity as applied to typical communities in the state of New York.

But one could never be sure that some important conditions peculiar to the state of New York might not be lost in the transfer. We have accordingly discussed communities within the state itself. The communities we discuss are those in which we believe the number and variety of publications available compare favorably with all other New York communities of comparable size.

Extown and Wytown were selected for the following reasons: they stand near the top of a sample of sixty communities ranked in order of funds spent for public education, both stand conspicuously high among the same sixty communities when ranked on the basis of thirty-six tests, in some five formal subjects and thirty-one informal fields, administered in the spring of 1936, both are suburbs, about half an hour from the cities of New York and Buffalo, respectively, which cities contain publications of all sorts, and both maintain locally the important types of distributing agencies—the public library, school library, rental library, bookstore, and newsstand. In these important respects the two communities are alike. They differ considerably in size (Extown, about 6,000; Wytown, about 16,000). Extown has a far more homogeneous population, more wealth and more years of schooling per capita, and a higher cultural status as represented, for example, by the proportion of residents who have achieved national prominence in the arts, professions, and industries. Wytown, which has more than two and one-half times the popula-

tion of Extown, has two names in the last edition of *Who's Who in America*; Extown has ninety-two.

Since the two communities provide better schooling facilities than most other New York communities, it may be that their high-school students read more than most other high-school students read. We should expect the quality of the publications read by their students to be higher than that of the publications read by student groups elsewhere. We should also expect differences in the quality of publications read in Extown, as contrasted with Wytown, to be explained rather by social differences—e g, differences in the number of local diversions that compete with reading and differences in the incentives supplied by home, school, and friends—than by any shortage in the publications desired.

Because of such characteristics, Extown and Wytown together should yield most of the information we need to show what sorts of reading matter are supplied—and to what extent they are supplied—by each local source in communities having easier access to reading matter of all sorts than most other communities of comparable size in the state. Facts relating to this question should suggest a pattern of reading distribution, a pattern of articulation among the various public and private sources of supply, which may offer the state authorities a useful standard of reference for the evaluation of the public agencies elsewhere. The same facts should also help other local communities toward a more intelligent discrimination among the various local sources from the standpoint of social value.

Next we shall ask what qualitative differences appear in the reading of students well supplied with reading matter and what local conditions best explain the differences.

How important it is to make the "better" publications freely available to any student group clearly depends upon the strength of local incentives toward "better" reading. Easy access to all publications has small educational value if most students avoid the better for the worse. Environmental conditions that determine what students select from an abundant reading supply are no less important than the size and nature of the supply itself.

The sample.—The schedules of Appendix A show what facts were reported by high-school students, public-school teachers, and parents of high-school students in both Extown and Wytown during the two weeks from February 8

TABLE 1

NUMBER AND PERCENTAGE OF RETURNS FROM EACH GROUP SAMPLED

GROUP	EXTOWN			WYTOWN			COMBINED RETURN
	Popu- lation	Return	%	Popu- lation	Return	%	
Students (Grades IX-XII)	529	388	73	1,630	1,489	91	1,877
Teachers (all grades)	102	41	40	231	204	88	245
High-school parents	920	299	32	2,100	569	27	868
Total	1,551	728	47	3,961	2,262	57	2,990

to 22, 1937. The return was satisfactorily large for all groups covered, excepting the teachers of Extown. Table 1 shows the number and percentage of returns. The percentages of returns from students and teachers is larger in Wytown than in Extown, and we assume that the poorer readers are better represented in the Wytown returns than in the Extown returns. Extown reading may thus appear somewhat better than it really is. Extown parents, however, made a somewhat larger return than Wytown par-

ents. The time sample is reliable in so far as the description of reading is confined to *types* of publications read. A similar return at some other time would emphasize different titles, but the types would appear much the same.

Sources.—Table 2 shows the proportion of books and magazines supplied by each of eight local sources to the

TABLE 2*

PUBLICATIONS SUPPLIED TO STUDENTS BY EACH LOCAL SOURCE

(By percentages which the numbers supplied by each source are of the total number read)

Source	Extown	Wytown	Combined
Personal library	36.2	27.5	31.8
School library	18.5	32.9	25.7
Public library	12.0	15.1	13.3
Subscription	11.0	5.1	8.0
Friends	6.5	8.0	7.2
Rental libraries and newsstands	8.4	2.1	5.2
Bookstores	1.7	1.2	4.1
Other sources	3.7	5.4	1.5
Unknown	2.0	2.7	3.2
Total	100.0	100.0	100.0
Number	2,825	10,356	13,181

* The table is read as follows: Of all the books and magazines read by high-school students personal libraries supply 36.2 per cent in Extown and 27.5 per cent in Wytown, etc.

high-school populations of Extown and Wytown. The Wytown percentages resemble those for suburban communities in general, as shown by other studies. The Extown percentages are skewed in the direction of larger purchasing, which one might expect as an effect of greater wealth. The school and public libraries combined supply only 30 per cent of the total in Extown. In Wytown they supply 48 per cent. The comparison raises the interesting question whether the reading of Extown students might be im-

proved by making the present library facilities so much more attractive as to reduce the proportion of reading matter supplied by competing sources. No doubt the proportional supply from competing sources could be so reduced, but it is unlikely that the quality of reading would be much improved. Extown's homes are well supplied with the better publications which are more accessible at home than elsewhere.

Table 3 distinguishes books from magazines. Among distributors of books, the school library holds top rank in both communities. But we note that in wealthier Extown the personal libraries supply almost as many books as the school library and slightly more than the public library. In Wytown the personal libraries supply only one-fourth as many books as the school library and about half as many as the public library. Most of the magazines are obtained from personal libraries in both communities. The free libraries in Wytown together supply more than twice the proportion of magazines that the Extown libraries supply. Extown obtains nearly twice as much by subscription and over three times as much from newsstands.

It is entirely possible that the percentages of total publications supplied by each source give an unreal picture of the percentages of students using each source. In so far as the two distributions agree, we can accept the relative status of the sources as a condition affecting all students and partly determined by their common preferences.

Table 4 is offered for comparison with Table 3. It presents the number of books or magazines supplied by each source per student. Several important differences appear in the comparison. Table 3 shows, for example, that personal libraries supply about 41 per cent of all the magazines read by students in each community. Table 4 shows, how-

ever, that the personal libraries of Extown supply the students who use them with over half a magazine more per student than the personal libraries in Wytown supply. This is a very large difference in favor of Extown's personal libraries. In the case of books, we see from Table 3 that Extown's personal libraries supply over twice the pro-

TABLE 3
PERCENTAGES OF MAGAZINES AND BOOKS OBTAINED BY
HIGH-SCHOOL STUDENTS FROM EACH LOCAL SOURCE

Source	MAGAZINES		BOOKS	
	Extown	Wytown	Extown	Wytown
Personal library	42.4	40.8	27.1	12.9
School library	9.5	15.1	31.8	52.2
Public library	1.5	5.7	26.8	25.2
Subscription	18.5	9.7		
Friends	5.6	10.6	7.9	5.2
Rental libraries and newsstands	13.1	3.7	1.5	0.4
Bookstores	1.4	1.6	2.2	0.8
Other sources	5.4	9.5	1.1	0.9
Unknown	2.6	3.3	1.6	2.4
Total	100.0	100.0	100.0	100.0
Number	1,680	5,426	1,145	4,930

portion of all books read by students as compared with Wytown. Yet from Table 4 we see that when the relative number of students involved is taken into account, the number of books per student from home libraries is almost the same, i.e., 1.8 in Extown as against 1.7 in Wytown.

The other sources may be examined in the same way. In general the percentages of Table 3 and the number of publications per student of Table 4 both need to be considered in estimating the relative importance of the sources from the standpoint of students' reading. Otherwise the esti-

mates will be distorted by the fact that some sources supply a very few publications to nearly all students—thus showing a high percentage of the total—whereas other sources supply many publications to the very few students who use such sources—thus showing a misleadingly large number of publications per user of that source.

TABLE 4
NUMBER OF PUBLICATIONS SUPPLIED BY EACH SOURCE PER STUDENT

SOURCE	EXTOWN						WYTOWN					
	Magazines			Books			Magazines			Books		
	Publications	Students	Per Student	Publications	Students	Per Student	Publications	Students	Per Student	Publications	Students	Per Student
Personal library	712	201	3.5	310	169	1.8	2,214	756	2.9	637	365	1.7
School library	160	96	1.7	364	181	2.0	822	427	1.9	2,580	1,177	2.2
Public library	25	18	1.4	307	149	2.1	309	161	1.9	1,241	542	2.3
Subscription	111	105	1.0				527	252	2.1			
Friends	94	61	1.5	90	68	1.3	576	506	1.9	257	192	1.3
Rental library	220	98	2.2	17	10	1.7	201	111	1.8	18	11	1.4
Bookstores	21	9	2.6	25	17	1.5	86	51	1.7	41	28	1.5
Other sources	91	44	2.1	11	10	1.3	518	257	2.0	45	31	1.5
Number of different students		357			352			1,255			1,192	

Since our primary interest lies in the relative importance of public and private sources of students' reading, we should examine the status of the school library and the public library in both tables. Taking magazines first, we see (Table 3) that both libraries in Wytown supply almost twice the proportion of all magazines read that they supply in Extown (Wytown, 21 per cent, Extown, 11 per cent). But Table 4 shows that the two libraries in Wytown by no means supply twice as many magazines per student. In short, the Wytown libraries are used somewhat by a much larger proportion of the students, and they supply a slightly larger number of magazines to each student than is the case in Extown.

Subscriptions presumably indicate magazines to which students subscribe themselves, whereas "personal libraries" indicate magazines to which their parents subscribe. Subscriptions are the second most productive source in Extown and a close fourth to "friends" in Wytown, from Table 3. From Table 4, subscriptions are found to supply almost one more magazine per student in Extown than in Wytown. Friends in Extown supply about half the percentage of all magazines that they supply in Wytown, and Table 4 shows that in Wytown they supply nearly half a magazine more per student. We may conclude that the public sources in both places are relatively unimportant sources of magazines from the standpoint of quantity, although they are both more important in Wytown than in Extown.

The status of both libraries is different when considered as sources of books. Together in Wytown they provide 77.4 per cent of the students' book-reading, in Extown they provide 58.6 per cent. The school library supplies 5 per cent more books than the public library in Extown and 27 per cent more in Wytown. From Table 4 we see that the differences are explained considerably better by the larger proportion of the student body which the Wytown libraries serve than by the slightly larger number of books supplied to the students who use them. Each library in both communities clearly supplies more books per student than any other source, and we have noted that together they supply most of the students' book-reading.

Another question is how evenly the publications supplied by each source are distributed among the students who obtain some publications from that source. The proportions of the total reading from the same sources that are most nearly equal in the two communities (see Table 3)

are those showing magazines from personal libraries and books from public libraries. Table 5 shows the distribution patterns for both. It is evident that the percentages

TABLE 5*

DISTRIBUTION OF MAGAZINES FROM PERSONAL LIBRARIES AND OF
BOOKS FROM PUBLIC LIBRARIES

COMMUNITY	NUMBER AND PERCENTAGE OF STUDENTS OBTAINING MAGAZINES FROM PERSONAL LIBRARIES													
	Magazines												Students	
	One		Two		Three		Four		Five		Six or More			
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Extown	36	18	43	21	41	20	11	16	14	7	36	18	201	100
Wytown	212	28	173	23	150	20	91	12	56	7	74	10	756	100
Extown minus Wytown		-10		-2		0		4		0		8		0

COMMUNITY	NUMBER AND PERCENTAGE OF STUDENTS OBTAINING BOOKS FROM PUBLIC LIBRARIES													
	Books												Students	
	One		Two		Three		Four		Five		Six or More			
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Extown	77	52	36	24	17	11.0	5	3.5	5	3.5	9	6	149	100
Wytown	212	41	130	24	84	15.5	51	9.4	17	3.1	28	5	542	100
Extown minus Wytown		9		0		-4.5		-5.9		4		1		0

* The table is read as follows: 36 students, or 18 per cent of the 201 Extown students reading magazines from personal libraries, obtained only one magazine from their personal libraries during the two weeks covered by the record, 43 students, or 21 per cent, obtained two magazines, etc.

of students obtaining one and two magazines from home are smaller in Extown than in Wytown. The percentages of students obtaining three magazines and five magazines from home are the same in both communities. But the percentages of students obtaining four magazines and six

or more magazines from home are larger in Extown. Since 57 per cent, or 201, of all 357 students reporting some magazines in Wytown obtained some magazines from home, as against 60 per cent, or 756, of the 1,255 magazine readers in Wytown, and since the Extown homes supplied more of such students with four and six magazines as against the one and two magazines of which Wytown homes supplied more, the Extown homes are considerably more productive of magazines, as we have already seen from Table 4. They are far more productive than one might suppose from the difference of less than 2 per cent as shown in Table 3.

Table 5 shows similar facts concerning the distribution of public-library books. Of the 352 students who read one or more books in the Extown sample, 149, or 42 per cent, used the public library. The corresponding figures for Wytown are 1,392 and 542, or 39 per cent. It appears that students who use the public library in Extown differ from those in Wytown in that they use it more for single books and for five or more books. Wytown students who use the public library tend to borrow three and four books to a larger extent than Extown students. The Wytown public library thus appears to supply its student clientele more uniformly than does the Extown public library.

It is somewhat harder, of course, to follow such series of figures than to read a single figure. But the two examples just given show that the single figure does not indicate the uniformity of distribution. The same percentages in two communities may conceal differences in the uniformity of supply, and such differences become more important as the social implications are stressed. No democratic government can safely declare its allegiance, in the abstract, to either alternative—the lesser good for the largest number as against the greater good for the more intelligent mi-

nority. The decision must always be reached in terms of the given conditions. The administration must always decide the relative social values and hence the rival claims for public support of those agencies which distribute a few publications to everybody as against those which constitute the chief source of supply to the few specialists in each field of learning who are best able to benefit their communities by what they alone can extract from technical publications.⁴

Hence, the administrative decisions which involve the expenditure of public funds in accordance with either of these policies will be intelligent in so far as they are based on evidence concerning the social distribution of the print supplied by each agency. Decisions based on a single figure representing the proportion of print the agency supplies to a population must be blind to the extent that the figure is ambiguous. Appendix B presents the proportional distribution of magazines and books to the high-school students of Extown and Wytown by each source of supply. The facts contained in the appended tables may suggest to the state authorities and to others certain discrepancies to be expected between the percentage of the population served by a given agency and the percentage of readers obtaining different amounts of reading matter from each agency. Though the data are restricted to Extown and Wytown, the principle applies to the evaluation of reading facilities elsewhere.

Another question affecting the relative importance of the agencies concerns differences in their appeal to students of different ages. Which agencies supply more publications

⁴The administrative implications suggested here are developed by Leon Carnovsky in "The Evaluation of Public Library Facilities," *Library Trends* (Chicago: University of Chicago Press, 1937), pp. 286-309.

to older than to younger students? To what extent do high-school Freshmen patronize each source as compared with high-school Seniors? Table 6 supplies the facts.

The figures in Table 6 tell the number of magazines obtained from each source per student. They show that Seniors obtain more magazines than Freshmen from each source in Extown, and from all but two—"subscriptions" and "all other sources"—in Wytown. The increase in number of magazines with age is largest for the public library and the school library, next, for the personal library, next, for the borrowing from friends; and, least, for the two remaining sources. The differences show that the public agencies supply more magazines to the more mature students

Table 7 concerns books. It shows that, when ranked by the difference in number of books supplied to ninth- and twelfth-grade students, the school library leads, the public library and the personal library tie for second place, and friends and "all other sources" tie for third place. When ranked by the number of books supplied to Seniors only, the school library supplies 27 books, the public library 26 books, the personal library 2 books, "all other sources" 15 books, and friends 13 books.

To this point the discussion has been confined to differences in the amount of reading obtained by high-school students from different local sources. Because differences in quantity of reading are so much more easily described than differences in quality, administrators often pay more attention to quantitative differences than they should. We have seen (Table 2) that Extown students obtain 30 per cent of their reading matter from tax-supported agencies and that Wytown students obtain 48 per cent. But such figures do not show which community obtains the larger

TABLE 6

NUMBER OF MAGAZINES PER STUDENT SUPPLIED BY EACH SOURCE TO STUDENTS IN THE NINTH AND TWELFTH GRADES, RESPECTIVELY, WHO READ SOME MAGAZINES

COMMUNITY	SCHOOL LIBRARY			PUBLIC LIBRARY			PERSONAL LIBRARY			FRIENDS			SUBSCRIPTIONS			ALL OTHER SOURCES		
	Grade			Grade			Grade			Grade			Grade			Grade		
	IX	XII	XII-IX	IX	XII	XII-IX	IX	XII	XII-IX	IX	XII	XII-IX	IX	XII	XII-IX	IX	XII	XII-IX
Extown	13	25	12	10	19	09	26	34	08	12	14	02	26	27	01	21	24	03
Wytown	11	25	14	12	29	17	30	31	01	17	19	02	21	19	-02	21	17	-04
Average	12	25	13	11	24	13	28	33	05	15	17	02	24	23	-01	21	21	00

TABLE 7

NUMBER OF BOOKS PER STUDENT SUPPLIED BY EACH SOURCE TO STUDENTS IN
THE NINTH AND TWELTH GRADES, RESPECTIVELY

COMMUNITY	SCHOOL LIBRARY			PUBLIC LIBRARY			PERSONAL LIBRARY			FRIENDS			ALL OTHER SOURCES		
	Grade			Grade			Grade			Grade			Grade		
	IX	VII	XII-IX	IX	VII	XII-IX	IX	XII	XII-IX	IX	XII	XII-IX	IX	XII	XII-IX
Extown Wytown	16	24	08	22	25	03	16	22	06	13	12	-01	16	14	-02
	18	30	12	23	26	03	18	18	00	14	14	00	15	15	00
Average	17	27	10	23	26	03	17	20	03	14	13	-01	16	15	-01

educational benefits from its tax-supported agencies. We shall accordingly consider differences in the character of publications obtained from each source by all students, by students of each sex, by students of different degrees of maturity, and by students in each of the two communities representing appreciable differences in cultural status and in wealth.

Magazines.—Thanks to large receipts from advertisers, many American magazines command the services of what writers they like. Our magazines thus cover a wide range of authenticity, literary merit, and subject matter. For this reason the quality of magazines read by high-school students without teachers' guidance, and most of them are so read, supplies one valid criterion for the students' educational progress. The criterion is the more deserving of attention by school authorities whenever their preoccupation with books leads teachers to ignore the educational uses and abuses of magazines.⁵

The best evidence shows that only a small proportion of the magazines normally read by high-school students are even suggested, and still fewer are definitely assigned, by teachers. From present tendencies of adult reading in the United States we can predict that high-school students, when they leave school, will read much more in magazines than they will read in books. How far the school directs students' preferences toward the more substantial as against the more trivial magazines is thus a major question.

Any qualitative standard implies a set of categories representing degrees of difference in the quality to be

⁵ For an indication of such uses and abuses see Ralph W. Tyler, "The Study of Adolescent Reading by the Progressive Educational Association," *Library Trends*, pp. 269-85 (esp. p. 275).

described. The categories chosen to qualify the magazine-reading of New York students were originally designed to describe the magazine-reading of the population at large. They have all the advantages of comparability and some consequent disadvantages. We prefer them to any new set of categories specifically adapted to high-school students in New York because they permit comparisons with communities in other states. The categories are shown in Appendix C, with illustrative titles of widely read magazines in each category. The next few tables will be easier to read if Appendix C is examined closely.

Table 8 gives an overview of magazine-reading by the students of each community. It is easy to misinterpret the qualitative differences implied by such data. Even when the magazines are actually named, it is not safe to assume that students read on the average more than two or three items per issue—a fact established⁶ by the laborious task of recording what students actually read in magazines. But the data show clearly enough that both groups of students do most reading in weekly news (e.g., *Time*), weekly miscellanies (e.g., *Saturday Evening Post*), and women's magazines.

The types representing a much larger proportion of students' magazine-reading in Extown than in Wytown are elite and smart (e.g., *Esquire*, *New Yorker*, *Ringmaster*, *Spur*),⁷ and the various digests. In Wytown the corresponding types are adventure and westerns, juveniles, and popular science.

⁶ In the current "Eight Year Study" by the Progressive Education Association.

⁷ The caption implies no disparagement of this type of magazine. For a clearer notion than the caption gives, see the examples of this type in Appendix C.

HIGH-SCHOOL STUDENTS' READING

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TABLE 8

MAGAZINES READ BY HIGH-SCHOOL STUDENTS FROM ALL SOURCES

(By percentages of all the magazines read)

Types of Magazine	Extown	Wytown
Adventure and western	0 5	3 1
Business	0 5	0 6
Detective	0 2	1 2
Elite and smart	9 7	1 8
Farm	0 3	0 7
Fine arts	2 1	0 9
Fraternal	0 2	0 6
Foreign language	0 1	0 1
Health	0 6	0 4
Hobbies	0 8	0 5
Humor	0 7	0 2
Juvenile	5 1	9 8
Literary criticism	0 1	0 1
Local	0 7	
Liberal	0 2	0 8
Motion picture	2 7	3 3
Monthly miscellanies (medi- ocre)	5 5	5 3
Monthly reviews	2 5	3 1
Professional	0 2	0 8
Women's	15 1	15 1
Popular science	3 3	6 9
Quality	2 7	1 1
Radio	0 2	0 8
Digests	8 9	5 2
Religion		0 4
Racial		
Sports	2 6	2 4
Trades	0 2	0 8
Travel	1 7	1 8
True story and love	0 4	1 9
Weekly news	18 0	14 6
Weekly miscellanies	14 2	15 7
Total	100 0	100 0
Number of magazines	1,680	5,426
Number of readers	288	525

Table 9 shows the types of magazines supplied by each of the important sources. The table is not confusing if the

TABLE 9*

DISTRIBUTION OF MAGAZINES TO HIGH-SCHOOL STUDENTS BY SOURCE

(By percentages of all magazines supplied by each source)

MAGAZINE CLASSIFICATION	SCHOOL LIBRARY		PUBLIC LIBRARY		PERSONAL LIBRARY AND FRIENDS		SUBSCRIPTION		ALL OTHER SOURCES	
	Ex- town	Wy- town	Ex- town	Wy- town	Ex- town	Wy- town	Ex- town	Wy- town	Ex- town	Wy- town
Adventure and western				3 4		1 8			1 0	9 3
Business	1 2	0 8				0 5	0 5		1 0	
Detective				1 7		1 3				
Elite and smart	3 4	1 6	14 3		10 9	2 0	7 8		9 7	3 1
Farm					0 2	0 5			0 5	
Fine arts	11 4	4 0			1 7		0 5		1 9	
Fraternal				1 7	0 2					
Foreign	1 1		4 8							
Health	4 5	1 6		1 7	0 2	0 4	0 5	1 1	1 4	1 0
Hobbies	1 1				0 6				1 9	
Humor				1 7	0 4	0 5		1 1	2 4	
Juvenile	15 9	19 8		3 4	2 5	6 1	9 7	11 6	1 0	12 4
Literary criticism					0 2					
Local					1 3					
Liberal	2 3	2 4	4 8	1 7						
Motion picture		0 8			0 8	2 3	4 1	3 1	4 8	10 3
Monthly miscellanies (mediocre)		0 8		5 0	7 4	10 2	7 8	5 2	5 8	5 2
Monthly reviews	6 8	12 7		6 8	2 9	0 5	2 1	2 1	0 5	
Professional	1 1	4 0		5 1						1 0
Women's			28 5	10 2	19 0	22 2	15 0	26 3	15 9	11 4
Popular science	9 1	17 5	9 5	13 6	1 0	4 6	6 2	2 2	3 9	10 3
Quality	5 7	3 2	9 5	1 7	3 0	0 5	1 6		1 9	
Radio										3 1
Digests	9 1	1 6		6 8	9 4	7 1	9 8	8 3	7 7	5 2
Religion		0 8				0 5		2 2		
Racial										
Sports	3 4		4 8	3 4	1 3	1 0	3 6	2 2	5 1	4 1
Trades					0 4	0 5			0 5	
Travel		1 5	9 5	3 7	1 5	2 6	2 1	2 2	1 0	
True story				3 4	0 6	1 5		2 2		3 0
Weekly news	21 6	26 2	14 3	20 3	20 0	14 3	19 2	10 4	10 1	9 3
Weekly miscellanies	2 3	0 8		5 0	14 5	19 1	9 3	19 8	21 7	11 3
Total	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0
Number of maga- zines	160	822	25	309	806	2,790	311	527	334	805

* The table is read as follows. Of the 160 magazines supplied to Extown students by the school library, 1 2 per cent were classed as "business," etc.

sources are examined one at a time, and the desired comparisons are more easily made when all sources are included in one table. Thus, reading down the school-library

column under Extown, we note that weekly news, juvenile, fine arts, digests, and popular science constitute 67 per cent of the magazines supplied by the school library. In Wytown, weekly news, juvenile, popular science, and monthly reviews constitute 76 per cent of the supply. The public library in Extown supplies so few magazines to students that the percentages are meaningless. In Wytown the public library supplies mostly weekly news, popular science, and women's magazines—the last not supplied at all by the school library. Personal libraries and friends supply Extown students mostly with weekly news, women's, weekly miscellanies, and élite and smart magazines which are 64 per cent of the total. The same holds for Wytown, except that monthly miscellanies take the place of élite and smart magazines in Extown. Subscriptions supply more of juvenile, monthly miscellanies, women's, digests, weekly news, and weekly miscellanies than other magazines. "All other sources," among which the newsstand predominates, do not change the Extown pattern, but they change the Wytown pattern appreciably. The newsstand supplies Wytown students with adventure and western, detective, and motion-picture magazines in larger proportion than any other source. Summarizing, the school library and, to a much smaller extent, the public library supply mainly the better magazines, and the newsstands (in Wytown) supply the worse.

Table 10 shows commendable changes in the magazines read by students over the four-year period. If the improvement is more conspicuous in Wytown than in Extown, the explanation is partly that the less mature readers in Wytown leave school before the twelfth grade and partly that Extown reads more maturely in the ninth grade, thanks no doubt to the greater availability of the better

magazines at home. Both groups of students tend to read a larger proportion of the more reputable magazines in the

TABLE 10*

CHANGES IN TYPES OF MAGAZINES READ BY NINTH-
AND TWELFTH-GRADE STUDENTS

(By percentages of all magazines read in each grade)

TYPES OF MAGAZINES	I XTOWN			WYTOWN		
	Grade			Grade		
	IX	XII	XII-IX	IX	XII	XII-IX
Adventure	0 3	0 3	0 0	4 7	0 6	- 4 1
Elite and smart	6 4	10 5	4 12	0 8	2 0	1 2
Fine arts	0 9	2 4	1 55	0 2	1 5	1 3
Juvenile	13 4	2 4	- 11 0	16 5	9 4	- 7 1
Liberal		0 8	0 8		1 8	1 8
Motion picture	2 7	1 1	- 1 6	4 8	1 0	- 3 8
Monthly reviews	1 5	4 8	3 33	0 6	7 9	7 3
Women's	10 9	11 8	0 9	12 9	15 1	2 2
Professional		0 8	0 8	0 1	2 2	2 1
Popular science	6 7	1 6	- 5 1	7 6	5 0	- 2 6
Quality	1 5	4 3	2 8		2 1	2 1
Digests	11 6	9 7	- 1 9	4 0	6 6	2 6
Sports	3 7	1 3	- 2 4	3 0	1 7	- 1 3
Travel	1 8	1 9	0 1	1 3	2 9	1 6
True story	0 3		- 0 3	3 9	0 5	- 3 4
Weekly news	13 4	24 7	11 3	12 1	17 6	5 5
Weekly miscellanies	15 2	12 4	- 2 8	16 3	12 3	- 4 0
All others	9 7	9 2	- 0 5	11 2	9 8	- 1 4
Total	100 0	100 0	100 0	100 0	100 0	100 0
Number of mag- azines	328	372	0	1,408	1,447	0

* The table is read as follows: Ninth-grade students in I x town do 0.3 per cent of their magazine-reading in adventure magazines, as do also twelfth-grade students, hence, no difference occurs between the ninth and twelfth grades, etc.

twelfth grade, and a smaller proportion of the less reputable. The declines from the ninth grade occur in adventure, juvenile, motion picture, popular science, digests, sports,

true story, weekly miscellanies, and all others. Excepting popular science, digests, and sports, as we may, from the list of "less reputables," we see that reading in the less important types is relatively small in the twelfth grade. The largest proportional increases from the ninth grade in Extown are, in descending order, weekly news, elite and smart, monthly reviews, quality, and fine arts. In Wytown the increases occur in monthly reviews, weekly news, digests, women's, professional, and quality. Though the room for further improvement is wide, one cannot escape the conviction that both schools have influenced magazine-reading for the better.

Figure 1 compares the rates at which boys and girls mature, as shown by declining interest in the more juvenile magazines. The lines represent the percentages which five types of magazines are of all magazines read in each of the four high-school grades. The five types are adventure, detective, juvenile, motion picture, and true story. Extown boys and Wytown girls both increase their reading of such magazines in the twelfth grade. At the ninth grade the Extown girls read 6.7 per cent less of them than the boys and the Wytown girls read 5 per cent less than the boys. At the eleventh grade the Extown boys actually read less of them than the girls by almost 1 per cent, only to backslide in the twelfth and read nearly 6 per cent more than the girls read. In Wytown the lines are parallel till the eleventh grade, pulp-reading by each sex diminishes at nearly the same rate. Thereafter the boys carry on and the girls relapse nearly 3 per cent.

The figure has several points of interest. It implies the greater sophistication, if not the greater maturity, of girls at the ninth grade. The decrease in the proportion of cheap magazines read by Wytown boys shows what a school can

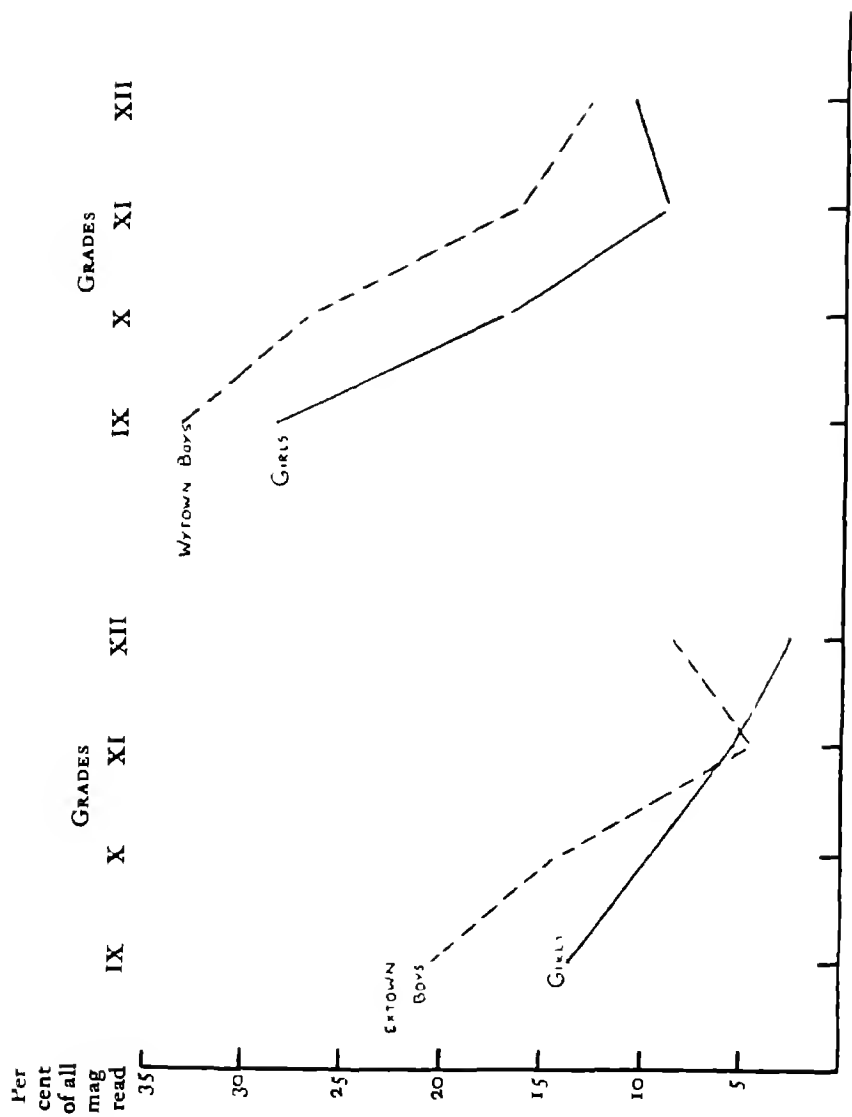


FIG 1 --Sex and grade differences in the reading of juvenile magazines

do to stimulate the reading of better magazines at the expense of the worse. Both relapses in the twelfth grade are explained by increased reading in juvenile and motion-picture magazines. The juvenile category contains the excellent *Scholastic*, which is widely read by Seniors and is by no means juvenile as compared with others classed as "juvenile." There may also be legitimate reasons for the renewed attention to the movie magazines, e.g., their use in schools for the reviews of recent releases.

The evidence discredits the Seniors perhaps less than it discredits our classification. Together the sex differences suggest a need in both communities for guidance based on the known preferences of each sex for particular magazines, both good and bad.

Books.—The categories used to classify the books supplied by different sources are presented in Appendix D. Like the categories used to class magazines, they were chosen rather to facilitate comparisons with other communities than to afford the most accurate description of books read in Extown and Wytown. The several descriptions of community reading that are directly comparable with the present data⁸ make it desirable to use the same categories.

The merits and demerits of the categories for the description of group differences in fiction-book reading are well stated by Foster.⁹ In briefest summary, the demerits consistent in occasional misfits with other sets of categories which, for lack of any better, have been widely used in the past. Of these the most important is the Dewey classifi-

⁸ As outlined in *People and Print*

⁹ The evidence and procedure used in defining the categories will be found in Jeannette Howard Foster, "An Approach to Fiction through the Characteristics of Its Readers," *Library Quarterly*, Vol VI, No. 2 (1936), 124-74

cation, generally employed by public libraries for the arrangement of books on the shelves and hence naturally used to describe library circulation. Although the illogicalities and ambiguities of the Dewey categories are notorious and the despair of those who attempt close interpretation of library records, it would be fortunate if the relation between the Dewey categories and our own were closer than it is.

The merits of our categories are due to the fact that they were derived by experimental classification of the books most read by distinguishable social groups since 1920. They do not attempt to differentiate all books in print. As their use in previous studies has shown, they afford a socially meaningful description of current fiction, which public libraries lump as "fiction." They compromise between a confusingly long list of the individual authors read and the coarse groupings by dominant theme or subject matter. The latter are unsatisfactory because they do not distinguish Romain Rolland from, say, Janet Ayer Fairbank. Both write character novels, but they appeal to widely different levels of literary and social intelligence. Hence a prime justification for our book categories lies in the distinctions they make among novels which appeal to different groups of readers because of qualitative differences in the novels themselves.

In describing the books read by any one population we regularly use a check-list in which several hundred of the more widely read fiction authors are definitely placed. The authors are grouped according to seventeen subject categories, each of which is broken down into six quality groups. In describing books read in Extown and Wytown the six quality groups are reduced to three. Appendix D gives examples of authors in each group. The quality

groupings were originally determined¹⁰ by the occupational and educational status of readers by whom each author was almost exclusively read. The findings were then checked by accepted summaries of critical opinion (e.g., *Book Review Digest*) and finally supplemented by a selected jury, representing several educational viewpoints, who added many authors more widely read by high-school students than by adults. The result is a set of categories that yield more accurate and more comparable descriptions of the subject types and quality levels of fiction books read by any group of readers than any other categories previously used in studies of similar scope. The nonfiction classes are sufficiently discrete and are likewise adapted to the subjects on which most nonfiction books were read since 1920.

Table 11 shows the ratios of fiction to nonfiction in the book-reading of each sex at each grade. The influence of assignments by teachers of English is visible in the fact that, in both schools, most fiction is read in the ninth grade, next, most in the eleventh; next, most in the tenth; and, least, in the twelfth. Extown boys read slightly more than half as much fiction as Extown girls. Wytown boys read 68 per cent as much as Wytown girls.

Table 12 shows the percentage of books read by each group in each of seventeen classes of fiction and thirteen classes of nonfiction. Wytown students read more heavily in English classics (poetry, drama, and essays account for 20¹¹ per cent) and then apparently seek relief in adventure stories (14 per cent), whereas Extown students read be-

¹⁰ Foster, *op cit*

¹¹ As a general rule the percentages cited in the text are rounded at 0.5—i.e., the 19.7 per cent shown in the table is quoted as 20 per cent in the text, 19.4 per cent would have been quoted as 19 per cent.

tween the two extremes. It is important for school authorities who consider either pattern more desirable to identify the factors which produce it. How far is the Wytown pattern caused by the reading guidance supplied by the school? How far by the inaccessibility of the sort of books more widely read in Extown? How far by differences in the reading interests of parents?

TABLE 11

SEX AND GRADE DIFFERENCES IN THE RATIO OF FICTION
TO NONFICTION BOOKS READ

(The figures show the number of fiction books read per
one book of nonfiction)

GRADE	EXTOWN			WYTOWN		
	Boys	Girls	Average	Boys	Girls	Average
IX	1 0	2 8	1 9	3 2	5 0	4 1
X	1 3	1 5	1 4	0 8	1 1	1 0
XI	1 1	2 2	1 7	1 5	2 3	1 9
XII	0 7	0 6	0 7	0 4	0 3	0 4
Average	1 0	1 8	1 4	1 5	2 2	1 7

In decreasing order (Table 12), the types of books in which Extown students do 5 per cent or more of their reading are historical novels (12 per cent), poetry, drama, and essays (9 per cent), biography (8 per cent), romantic novels (6 per cent), history (6 per cent), philosophical novels (6 per cent), novels of adventure and books of current social criticism (each 6 per cent). In Wytown the corresponding classes are poetry, essays, and drama (20 per cent), adventure novels (14 per cent), short stories (8 per cent), romantic novels and history (each 7 per cent), and historical novels (7 per cent). The qualitative dif-

HIGH-SCHOOL STUDENTS' READING

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TABLE 12*

SUBJECT DISTRIBUTION OF BOOKS READ BY
HIGH-SCHOOL STUDENTS

(By percentages of all books read)

Book Classification	Extown	Wytown
<i>Fiction</i>		
Detective	3 6	4 7
Adventure	5 5	14 1
Romance and glamour	6 4	6 9
Cheerful and school stories	3 5	4 7
Humorous	1 7	0 7
Satiric	0 6	0 3
Character	4 2	3 1
Family	4 7	0 7
Psychological	0 9	0 7
Philosophical problems	5 6	1 1
Social and political problems	1 9	0 6
Special groups	0 9	0 4
Setting	2 1	1 8
Historical	11 6	6 5
Animal stories	1 1	0 6
Short stories	1 6	7 6
Horror	0 2	0 2
<i>Nonfiction</i>		
Biography	7 5	3 3
Fine arts	0 8	0 8
History	6 3	6 9
Modern social problems	5 5	1 5
Poetry, drama, and essays	9 0	19 7
Psychology and philosophy	2 5	1 0
Religion	1 3	1 4
Science and mathematics	4 2	1 7
Sports, hobbies, and practical arts	1 7	1 3
School texts	0 8	1 3
Travel and exploration	1 9	1 5
Vocational and educational methods	0 1	0 8
All other nonfiction	2 3	2 1
Total	100 0	100 0
Number of books read	1,118	4,849

* Table 12 is read as follows: Of all books read by Extown students, 3.6 per cent were detective and mystery novels, etc.

ferences between the two patterns show what sorts of book-reading are preferred by each school population and suggest the need for administrative controls to increase the maturity and variety of reading.

Table 13 shows the proportion which the books of each type are of all the books supplied by each source. In communities like Extown and Wytown, where most sorts of reading are easily available, differences in the publications supplied by each source have slight influence upon the reading done. They would have more influence in other communities less well supplied. Each group of students in Table 13 can obtain much the same books from each local source, but the two groups of students read different sorts of books. Table 13 is perhaps most useful as a means of analyzing the preceding Table 12 to learn what source supplies certain types of books in larger proportion than it supplies other types. Taking Extown first, we find that the school library supplies more historical novels (10 per cent) than any other type of fiction book, and Table 12 shows historical novels to constitute about 12 per cent of the students' total book-reading. Historical novels, however, are 15 per cent of all the books obtained from personal libraries and friends and 13 per cent of those obtained from all other sources. In actual numbers the school library supplies about thirty-two such novels, personal libraries and friends supply about fifty-four, and all other sources about seven. Hence, the school library is not the most productive source of historical novels.

It would make tedious reading to follow each important type of reading through Table 13 in this way, but the example just given will suggest the possibilities. Our main interest is to contrast the types of books of which the school and public libraries supply proportionally more than other

TABLE 13*

DISTRIBUTION OF BOOKS TO HIGH-SCHOOL STUDENTS, BY SOURCE
(By percentages of all books supplied by each source)

BOOK CLASSIFICATION	SCHOOL LIBRARY		PUBLIC LIBRARY		PERSONAL LIBRARY AND FRIENDS		ALL OTHER SOURCES	
	Ex-town	Wy-town	Ex-town	Wy-town	Ex-town	Wy-town	Ex-town	Wy-town
<i>Fiction</i>								
Detective	1 9	2 2	5 3	10 3	3 5	7 1	5 4	6 7
Adventure	2 9	8 1	6 4	21 7	7 5	24 3	3 6	24 4
Romance and glamour	1 6	2 3	12 0	16 3	4 3	7 1	5 4	2 2
Cheerful and school	0 6	2 6	4 5	7 9	4 9	9 4	1 8	6 7
Humorous	1 0	0 6	2 6	1 6	2 3			
Satiric	1 0	0 2	1 1	0 5				
Character	5 8	2 5	4 9	2 9	3 5	3 1	1 8	2 2
Family	6 8	0 9	7 9	0 5	1 2	0 8	3 6	
Psychological	0 3	0 6	1 5	0 9	1 2	0 8	1 8	2 2
Philosophical problems	5 2	0 9	6 8	2 5	5 5	1 6	3 6	2 2
Social and political problems	0 6	0 6	1 5	1 6	2 6	0 8	1 8	2 2
Special groups	1 0	0 2	0 4	0 7	1 7	1 6	1 8	
Setting	2 3	1 7	1 5	2 3	1 7	1 6	1 8	
Historical	10 0	8 7	7 5	3 4	15 0	5 1	12 5	8 9
Animal stories	1 0	0 6	0 8	0 7	2 0	0 4		
Short stories	1 3	10 0	1 1	2 5	2 3	3 1		
Horror	0 3	0 5		0 5				2 2
<i>Nonfiction</i>								
Biography	5 8	2 3	7 5	3 2	8 6	3 9	19 6	6 7
Fine arts	1 6	0 8	0 8	0 5		1 2		
History	11 0	11 1	6 0	1 8	4 9	2 4	1 8	4 4
Modern social problems	3 9	2 8	3 8	5 0	6 6	2 4	8 9	
Poetry, drama, and essays	15 2	29 9	7 5	3 8	7 8	7 5	1 8	2 2
Psychology and philosophy	3 5	0 3	1 5	1 1	2 0	2 7	5 4	2 2
Religion		1 1		0 5	1 7	2 4	7 1	4 4
Science and mathematics	10 0	2 8	4 1	1 6	1 4	4 3		8 9
Sports, hobbies	1 0	1 1	0 4	2 0	1 7	2 7	7 1	6 7
School texts	1 6	0 6			0 6	0 4		
Travel and exploration	1 6	1 1	1 1	1 8	2 0	1 6	1 8	
Vocational and educational methods		1 1		0 7				2 2
All other	1 2	1 9	1 5	0 6	3 5	1 7	1 6	2 4
Total	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0
Number of books	314	648	276	446	362	264	57	54

* Table 13 is read as follows: Of all the 314 books supplied to Extown students by the school library, 1 9 per cent were detective novels, etc.

types and then to contrast both libraries in the same way with all other sources. A glance at the public-library column shows that it supplies more romantic novels than anything else to Extown students and more to Wytown students except novels of adventure. With these two exceptions the public library supplies the lighter type of fiction in about the same proportions as they are supplied by personal libraries and friends. This seems to us to offer a strong argument in favor of closer co-operation than now generally exists between the school library and the public library. Personal libraries and friends in both of these communities at least seem abundantly able to supply the lighter fiction.

Table 14 shows that Wytown obtains over half its books from the school library and over three-fourths from the school and public libraries combined. Our observations have shown the Wytown libraries to be as well supplied with what Extown students read most as with what Wytown students read most. Differences in the book-reading patterns of the two student groups are thus better explained by differences in the influences of school, home, and friends than by differences in the books available. Yet where there is a shortage of the types of books preferred, that fact will have a major influence upon the reading done.

Table 15 breaks down the percentages of books in each class to show differences in quality. The standard is a high one even for adults. It takes no account of the fact that students must read many easy books before they have learned to read well enough to prefer the better writing. Despite certain exceptions, the more important literature is marked by finer distinctions in meaning and by a finer texture of thought than appears in writing of less im-

portance. The easy grasp of the finer distinctions and the feeling of delight in following their development demands a degree of intellectual maturity, an acquaintance with the subjects treated, a mastery of vocabulary and idiom, and many other attainments which the high school does its best to develop but which few adolescents have the industry and incentive to reach.

TABLE 14
SOURCES OF STUDENTS' BOOK-READING

Source	Extown	Wytown
School library	31.8	52.2
Personal library	27.1	12.9
Public library	26.8	25.2
Friends	7.9	5.2
Other sources	6.4	4.5
Total	100.0	100.0
Number of books	1,118	4,849
Number of books per reader	2.9	3.3

Because the standard is high, the proportions of "superior" novels as shown in Table 15 are small in each community. But it is noteworthy that Wytown students, who read over four times the proportion of inferior adventure, also read a much larger proportion of superior adventure as compared with Extown students. The sums of the percentages of inferior fiction are Extown 33 per cent and Wytown 64 per cent. The percentages for superior fiction add to 23 per cent for Extown and to 10 per cent for Wytown. Many other comparisons are equally useful in suggesting opportunities for reading guidance by the home and school and library.

TABLE 15

QUALITY OF NOVELS READ BY HIGH-SCHOOL STUDENTS

(By percentages of all novels read, see Appendix D for examples of authors in each class)

Book Classification	Quality Levels	Extown	Wytown
1. Detective	1 Inferior	4 0	7 5
	2 Medium	2 3	2 0
	3 Superior	0 3	0 6
2 Adventure	1 Inferior	5 0	23 5
	2 Medium	4 8	4 4
	3 Superior	0 3	2 1
3 Romance and glamour	1 Inferior	8 1	12 6
	2 Medium	2 8	2 0
	3 Superior	0 8	0 1
4 Cheerful and school	1 Inferior	4 8	8 3
	2 Medium	1 7	1 7
	3 Superior		
5 Humorous	1 Inferior	0 2	0 4
	2 Medium	1 8	0 8
	3 Superior	1 2	0 2
6 Satiric	1 Inferior		
	2 Medium	1 2	0 4
	3 Superior		0 2
7 Character	1 Inferior	0 5	0 4
	2 Medium	4 1	4 0
	3 Superior	3 1	2 2
8 Family	1 Inferior	0 2	
	2 Medium	4 1	1 2
	3 Superior	4 3	0 3
9 Psychological	1 Inferior	0 2	
	2 Medium	1 0	0 8
	3 Superior	0 5	0 7

TABLE 15—*Continued*

Book Classification	Quality Levels	Extown	Wytown
10 Philosophical problems	1 Inferior	3 8	1 3
	2 Medium	2 1	0 4
	3 Superior	4 5	0 7
11 Social and political problems	1 Inferior	1 2	0 3
	2 Medium	1 8	0 8
	3 Superior	0 5	0 3
12 Special groups	1 Inferior	0 8	0 7
	2 Medium	0 8	0 3
	3 Superior		
13 Setting	1 Inferior	1 2	1 2
	2 Medium	1 0	0 8
	3 Superior	1 7	1 7
14 Historical	1 Inferior	1 3	7 2
	2 Medium	14 6	6 2
	3 Superior	5 4	0 4
15 Animal stories	1 Inferior	1 3	1 0
	2 Medium	0 7	0 3
	3 Superior		
Total		100 0	100 0
Number of novels		606	2,266

Figures 2 and 3 compare, respectively, the number of books in each subject and quality group as read by Extown students, by Wytown students, and by students in the seven communities selected by the Inquiry for special attention. The numbers from 1 to 6 at the top of the columns (Fig. 2) represent differences in the number of books read. The five stars in the columns below the figure 1 are placed opposite the types of books referred to. By reading down the columns one can easily note the relative attention paid to each type of book by the high-school students.

BOOK CLASSIFICATION	EXTOWN						WYTOWN						SEVEN COMMUNITIES COMBINED					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
<i>Fiction</i>																		
Detective				*					*						*			
Adventure			*					*						*				
Romance and glamour	*							*						*				
Cheerful and school				*					*						*			
Humorous					*						*						*	
Satiric						*						*					*	
Character		*							*					*				
Family		*									*				*			
Psychological					*						*					*		
Philosophical problems		*								*				*				
Social and political problems					*							*					*	
Special groups						*						*					*	
Setting				*					*					*		*		
Historical	*							*						*				*
Animal stories					*								*					*
Short stories					*		*								*			
Horror						*						*						*
<i>Nonfiction</i>																		
Biography	*							*						*				
Fine arts						*					*							*
History	*						*								*			
Modern social problems		*						*							*			
Poetry, drama, and essays	*						*						*					
Psychology and philosophy			*							*							*	
Religion					*					*							*	
Science and mathematics			*					*										*
Sports and hobbies				*						*							*	
School texts						*				*								*
Travel and exploration				*					*					*				
Vocational and educational methods						*					*							*
All other nonfiction		*						*		*						*		

FIG 2—Community differences in book-reading, by sextiles, i.e., sextile 1 contains the five types in which most books were read, sextile 2 contains the five types in which the next most books were read, etc. The figure is read as follows: The five types in the first sextile for Extown are the five in which Extown high-school students read most books. They are, reading down the column under figure 1, "romance and glamour," "historical," "biography," "novels," "history," and "poetry, drama, and essays."

of Extown, Wytown, and the seven communities combined.¹²

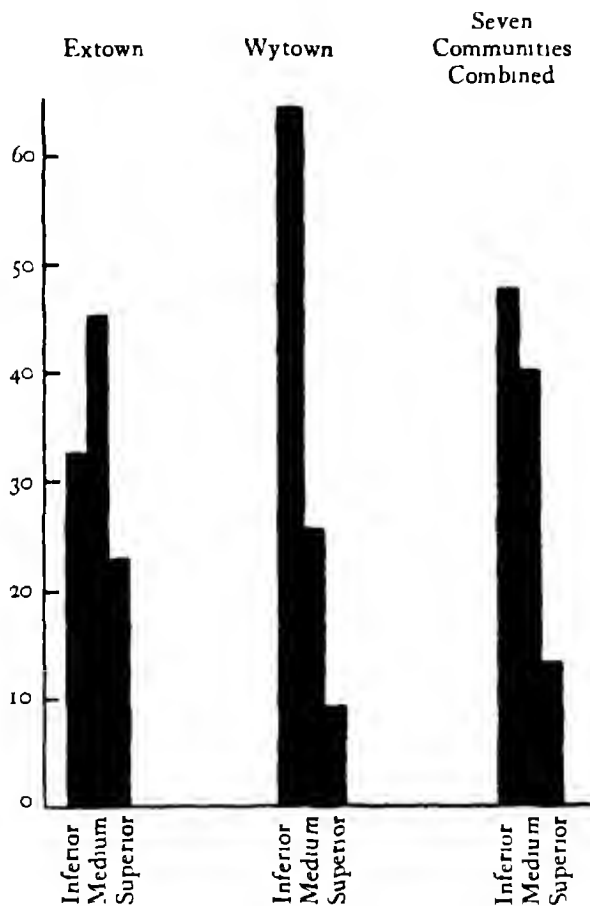


FIG. 3 —Percentage of fiction read at each of three maturity levels for all students

Reading down the columns we note that Extown differs from the other communities in that adventure does not appear in the five most read types, though it does appear in

¹² The combination was made necessary by the small number of books reported by the students sampled in the other five communities

the second five. Extown also reads fewer detective novels, "cheerful" and school stories, novels of "setting," and short stories. Extown students read more of character and family novels. In nonfiction they read more in psychology and philosophy, and in science and mathematics. They read less in fine arts, religion, and travel. The seven communities read more than either Extown or Wytown only in satirical novels and books of travel. The six types in which the seven communities read less than either Extown or Wytown are all nonfiction, namely, history, modern social problems, psychology, science and mathematics, sports and hobbies, and "all other nonfiction." Since differences due to limitations of books available would probably show first in current fiction, the fact that the seven communities read no less than Extown and Wytown in fiction suggests that the differences in reading are better explained by differences in curriculums than by differences in the supply of books, though the supply of current nonfiction is apparently less satisfactory than in Extown and Wytown. Otherwise, the reading by students in the seven communities appears to have much the same motivation as in Wytown.

Figure 3 compares the same communities with respect to the quality of novels read. A simple means of describing the differences numerically is to rate the "inferior" novels 1, the "medium" 2, and the "superior" 3; then multiply the percentages and add the products. By such ratings Extown has an index of 19, Wytown's is 15, and that for the seven communities is 17. There is no need to justify the method of rating since any other summary of the facts would serve as well. The comparison helps to justify the selection of Extown and Wytown as sample communities. It also supports an earlier pronouncement to the effect that

TABLE 16*
BOOKS READ BY STUDENTS IN GRADES IX AND XII
 (By percentages of all books read)

BOOK CLASSIFICATION	EXTOWN			WYTOWN		
	Grade			Grade		
	IX	XII	XII minus IX	IX	XII	XII minus IX
<i>Fiction</i>						
Detective	5 3	1 0	— 4 3	7 0	2 1	— 4 9
Adventure	10 6	2 4	— 8 2	27 9	3 8	— 24 1
Romance and glamour	5 8	3 8	— 2 0	7 8	3 4	— 4 4
Cheerful and school	11 1	0 3	— 10 8	10 1	1 0	— 9 1
Humorous	3 8	1 7	— 2 1	1 1	0 6	— 0 5
Satiric		0 3	0 3	0 1	0 5	0 4
Character	2 4	6 2	3 8	2 3	3 0	0 7
Family	4 8	6 9	2 1	0 6	0 5	— 0 1
Psychological	0 5		— 0 5	0 5	1 2	0 7
Philosophical problems	3 8	3 8	0 0	1 0	0 7	— 0 3
Social and political prob- lems	0 5	1 7	1 2	0 2	0 7	0 5
Special groups	1 4	1 0	— 0 4	0 4	0 4	0 0
Setting	1 0	1 7	0 7	1 6	0 5	— 1 1
Historical	8 2	6 5	— 1 7	12 4	3 5	— 8 9
Animal stories	1 0		— 1 0	1 0	0 3	— 0 7
Short stories	3 8	1 0	— 2 8	5 6	2 2	— 3 4
Horror		0 3	0 3	0 2	0 2	0 0
<i>Nonfiction</i>						
Biography	12 5	5 5	— 7 0	2 4	3 5	1 1
Fine arts	0 5	1 4	0 9	0 3	2 3	2 0
History	4 3	14 9	10 6	1 5	10 0	8 5
Modern social problems	4 3	5 8	1 5	1 1	8 9	7 9
Poetry, drama, and es- says	4 3	9 6	5 3	2 1	32 1	30 0
Psychology and phi- losophy	1 4	1 4	0 0	0 3	2 7	2 4
Religion		2 1	2 1	3 4	0 7	— 2 7
Science and mathematics	1 0	13 4	12 4	1 0	3 5	2 5
Sports, hobbies, and prac- tical arts	2 9	1 4	— 1 5	1 3	2 0	0 7
School texts	0 5	2 1	1 6	4 0	0 6	— 3 4
Travel, exploration	1 9	1 4	— 0 5	2 0	1 2	— 0 8
Vocational and educa- tional methods				0 2	1 5	1 3
All other	2 4	2 4	0 0	0 6	6 4	5 8
Total	100 0	100 0		100 0	100 0	
Number of books	208	291		1,362	1,124	

* Table 16 is read as follows. Of the 208 books read by ninth-grade students in Extown, 5 3 per cent were detective novels, etc.

wherever students have the normal access to books, the differences in content and quality of books read are largely due to community differences in literary culture and in the school curriculums.

The improvement in content of book-reading from the ninth grade to the twelfth (Table 16) is no less impressive than the improvement previously noted in magazine-reading (Table 10). For the several reasons already mentioned, the books read by ninth-graders in Extown on the whole represent more substantial types of reading and are more evenly distributed among the different types than the books read by Wytown ninth-graders. But between the twelfth-grade patterns there is very little to choose. The decrease of 24 per cent in Wytown's taste for adventure stories shows as plainly as figures can that the school is doing something about it. The equally spectacular increase of 30 per cent in poetry, drama, and essays is less remarkable because it obviously reflects school assignments, as do most of the other large increases in the twelfth grade.

Figure 4 shows a similar improvement with age in the quality of novels read. In Extown, and for boys and girls alike, the proportion of superior novels is higher than that of inferior novels in the twelfth grade. In Wytown the improvement is also marked, though it has not progressed so far. In Extown the Senior boys read novels of somewhat higher quality than those read by the girls. In Wytown the girls have the advantage.

Table 17 shows to what extent each of four types of novels (mostly inferior) are supplied by each of four sources. These types represent the sort of fiction which the Seniors have largely outgrown. The 176 novels of this type read by Extown students contain only 4 classed as

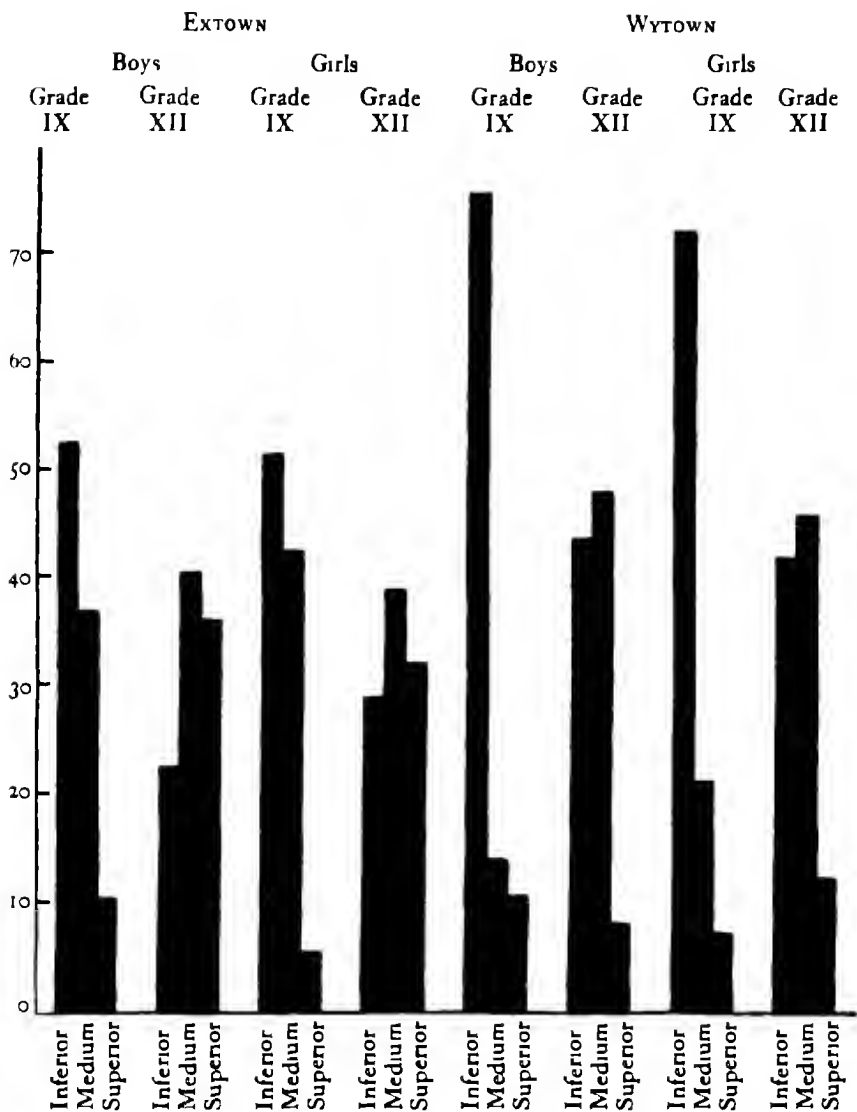


FIG 4 —Percentage of fiction read at each of three maturity levels for students of each sex at Grades IX and XII

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superior; 63 are classed as medium and 109 as inferior. Of the 489 read by Wytown students, 22 are classed as superior, 71 as medium, and 396 as inferior. The average quality of the entire list is thus decidedly inferior by our standard. Reading across the rows, we find that the

TABLE 17*
DISTRIBUTION OF LIGHT FICTION BY SOURCE
(Percentages of total)

CLASSIFICATION OF LIGHT FICTION BOOKS	SCHOOL LIBRARY		PUBLIC LIBRARY		PERSONAL LIBRARY AND FRIENDS		ALL OTHER SOURCES		TOTAL		NUMBER OF NOVELS	
	Ex- town	Wy- town	Ex- town	Wy- town	Ex- town	Wy- town	Ex- town	Wy- town	Ex- town	Wy- town	Ex- town	Wy- town
Detective	17	17	40	58	34	22	9	3	100	100	35	83
Adventure	17	24	31	43	48	28	4	5	100	100	54	221
Romance and glamor	9	15	58	67	27	17	6	1	100	100	55	106
Cheerful and school	6	22	38	44	53	30	3	4	100	100	32	79
Total											176	489

* Table 17 is read as follows. Extown students obtain 17 per cent of their detective novels from the school library, 40 per cent from the public library, 34 per cent from personal libraries and friends, and 9 per cent from other sources, etc

public library supplies most detective novels in both Extown and Wytown, personal libraries and friends supply next most, and the school library conspicuously less. The same is true for romantic novels, with a still larger proportion supplied by the public library and a still smaller one by the school library

Adventure and cheerful and school stories show somewhat different patterns in the two communities. Nearly half of Extown's adventure stories came from personal

libraries and friends. The public library supplies 31 per cent and the school library 17 per cent. In Wytown, however, personal libraries and friends supply only 28 per cent. The public library supplies 43 per cent and the school library 24 per cent. Similar community differences appear in the distribution of cheerful (Pollyanna) and school stories. In Extown 53 per cent come from personal libraries and friends, 38 per cent from the public library, and only 6 per cent from the school library. In Wytown only 30 per cent come from personal libraries and friends, 44 per cent from the public library, and 22 per cent from the school library.

In summary, it is plain from Table 17 that the school library supplies considerably less of such trivial fiction than the two other important sources—the public library and personal libraries plus friends. Though the distinction is not made in the table, the facts are that the school library in both communities and for each of the four types of fiction supplies more, and usually much more of the medium quality than of the inferior quality. The public library, however, supplies about 10 per cent more of the inferior than of the medium, excepting the public library in Extown and its supply of cheerful and school stories. Personal libraries and friends supply novels that divide about evenly between inferior and medium. Those of Extown are of slightly higher quality than those of Wytown, again excepting cheerful and school stories, of which Extown's friends supply twice as many classed as inferior. Again we have evidence tending to dignify the school library, to justify a higher standard of selection of juvenile books by the public library, to urge closer co-operation between the two libraries, and to demonstrate the need for more ex-

tensive and energetic guidance by the school to offset the present "guidance" by parents and friends.

The facts relating to administrative problems and as reported in this chapter may be generalized as follows:

1. There is a wide variation among the high-school populations of the state in the number, variety, and quality of the publications supplied by each source and in the efforts made by the high schools to direct the reading of individual students.

2. The amount, variety, and value of students' reading depend upon the kind of publications available, the nature of school assignments, the students' command of the reading skills, the maturity of students' interests, the guidance supplied by teachers and librarians, and the incentives supplied by parents and friends

- 3 School and public libraries supply about 40 per cent of the magazines and books that high-school students read. They supply over 60 per cent of the students' book-reading. The school libraries supply students with more useful sorts of reading matter than the public libraries supply.

4. The two types of libraries neglect many opportunities for co-operation in book selection and guidance which might economize money and effort.

5. Such opportunities are conditioned by the publications obtainable from other local sources—e g , personal libraries supply three times as many publications as the public library in Extown; in Wytown they supply less than twice as many

6. The amount and quality of reading by high-school Seniors is conspicuously above that of ninth-grade students and also above that of high-school graduates. The relapse

of high-school graduates and of those who leave before graduation into careless reading habits justifies attention to the guidance possibilities of the public library.

7. The adequacy of the bookstock and the competence of the personnel are presumably more important in both the school libraries and the public libraries of communities less prosperous than the two we have studied

CHAPTER III

TEACHERS' READING

THE foregoing account of high-school students' reading should be supplemented by some facts about teachers' reading. How much and how well teachers read are important questions. They are also questions that excite a natural curiosity. The facts, furthermore, should be useful to compare with the facts about parents' reading in chapter iv.

What teachers read is the more interesting because teachers prescribe their students' academic reading by assignment and much of the students' book-reading is assigned. The general public likes to believe that teachers infect students with their own contagious enthusiasm for the best literature. It is thus well to learn what teachers are enthusiastic about, as reflected by what they read themselves. We should note also the size and character of differences between the reading of teachers and the reading of ninth- and twelfth-grade students, in the hope that the Seniors read more nearly what teachers read. And finally we shall distinguish the publications read by high-school teachers from those read by teachers of the elementary grades.

A further incidental reason for attention to teachers' reading is that it may help to estimate the product of the state's teacher-training institutions, by distinguishing the reading of teachers from that of parents. Previous studies¹

¹ E g , Douglas Waples, *Special Survey Studies*, Parts IV and V ("National Survey of the Education of Teachers," Vol V, No 10 [Washington, D C Government Printing Office, 1933])

have shown that teachers' academic attainments, acquaintance with current social issues, and patterns of subject interest can be clearly differentiated in terms of reading behavior from those of other occupational groups. In such comparisons there are naturally wide variations among collegiate, secondary, and elementary teachers, as also among teachers of different subjects and between teachers of each sex. But if a generalization were forced, it would be that teachers suffer by contrast with many other learned professions in the range and maturity of their subject interests and in the depth and scope of their actual reading. It should therefore interest the state's educational authorities to learn not only what differences our sample shows between the reading behavior of public-school teachers and of a cross-section of high-school parents in the same communities but also to what extent the differences in reading are attributable to differences in the availability of publications, which may result from differences in ability to purchase the publications desired.

Our account will accordingly deal first with public-school teachers as a group, that is, without separate attention to teachers of elementary and secondary grades. The tables will match those of the preceding chapter as closely as possible, to simplify comparison with students' reading. Because the returns from Extown's teachers justify less confidence in the group averages, the comparisons between the elementary- and secondary-school teachers are based on Wytown returns. The Wytown returns alone supply valid evidence concerning the relative extent to which each of the local sources is patronized by public-school teachers in communities that have good school and public libraries.

Table 18 shows the relative supply of books and magazines to teachers by each source. Teachers in Extown ob-

tain over twice as many books and magazines from personal libraries and a somewhat larger proportion from rental libraries and newsstands than do teachers in Wytown. Similar differences were shown between the corresponding student groups. Both point to the greater convenience of the Wytown libraries and the greater wealth of Extown.

TABLE 18

PUBLICATIONS OBTAINED BY TEACHERS FROM EACH LOCAL SOURCE
(By percentages of all publications reported)

Source	Extown (Percentage)	Wytown (Percentage)	Extown and Wytown Com- bined (Percentage)
Personal library	24.4	11.7	13.7
School library	14.4	15.1	14.9
Public library	4.6	7.0	6.7
Subscription	27.6	34.6	31.5
Friends	9.2	12.3	11.8
Rental libraries and newsstands	11.1	10.2	10.3
Bookstores	0.8	1.4	1.3
Other sources	6.5	6.1	6.2
Unknown	1.4	1.6	1.6
Total	100.0	100.0	100.0
Number	369	1,940	2,309

The separation of books and magazines in Table 19 presents data to show that about 4 per cent more magazines and 8 per cent more books are supplied to teachers by the school and public libraries in Wytown than in Extown. But from "personal libraries and friends" Extown students (Table 3) obtained 18 per cent more of their books than Wytown students. Extown teachers (Table 19) obtained from both sources almost exactly the same percentage more than did Wytown teachers—17.3 per cent. Apparently the teachers of Extown, like the students and

their parents, purchase and exchange with their friends a considerably larger proportion of the books they read than do the teachers in Wytown. We believe the difference is explained partly by a difference in purchasing power, but also partly by the greater efficiency of the school and public libraries in Wytown and by the "mores" of Extown which favor buying.

TABLE 19
MAGAZINES AND BOOKS OBTAINED BY TEACHERS
FROM EACH LOCAL SOURCE
(In percentages of all magazines and of all books reported)

SOURCE	MAGAZINES		BOOKS	
	Extown	Wytown	Extown	Wytown
Personal library			44 4	21 2
School library	9 9	12 2	18 7	20 0
Public library	0 5	2 4	8 6	15 1
Subscription	59 4	60 8		
Friends	4 4	7 6	14 4	20 3
Rental libraries and newsstands	17 6	12 3	4 8	6 4
Bookstores	0 5	1 5	1 1	1 3
Other sources	5 5	1 8	7 5	13 6
Unknown	2 2	1 4	0 5	2 1
Total	100 0	100 0	100 0	100 0
Number	182	1,225	187	715

Table 20 corresponds to Table 4 in the preceding chapter. It is designed to contrast the percentage of publications supplied to teachers by each source, as in Table 19, with the number of publications obtained from each source per teacher. Magazines, which for teachers are in large part professional, are shown by both Tables 19 and 20 to be obtained mainly by subscription in both communities, though the Wytown teachers lead the Extown teachers by half a magazine, per teacher.

TABLE 20

NUMBER OF PUBLICATIONS SUPPLIED BY EACH SOURCE PER TEACHER

SOURCE	FXTOWN						WYTOWN					
	Maga- zines	Teachers	Maga- zines per Teacher	Books	Teachers	Books per Teacher	Maga- zines	Teachers	Maga- zines per Teacher	Books	Teachers	Books per Teacher
Personal library	18	7	2 6	83	21	4 0	75	25	3 0	152	90	1 7
School library	1	1	1 0	35	16	2 2	149	65	2 3	143	91	1 6
Public library	108	35	3 0	16	9	1 8	29	15	1 9	108	44	2 5
Subscription	8	6	1 3	27	17	1 6	671	186	3 6	145	97	1 5
Rental libraries							93	60	1 6			
and newsstands	32	21	1 5	9	6	1 5	151	83	1 8	46	26	1 8
Bookstores	1	1	1 0	2	2	1 0	18	9	2 0	9	6	1 5
Other sources	10	4	2 5	14	6	2 3	22	12	1 8	97	48	2 0
Number of publica- tions	178			186			1,208			700		
Number of different teachers		40			38			210			204	

Wytown's school library supplies something over 2 per cent more of all teachers' magazines than the Extown school library supplies, but the latter library supplies somewhat more magazines to the seven teachers who use it. The small number, of course, renders the per capita figure meaningless. The public library, which might do much to benefit teachers via magazines, does practically nothing in either community. Newsstands supply 5.3 per cent more of the teachers' magazines in Extown than in Wytown, but this difference is trivial considering the time sample. The upshot is that teachers now get their more important magazines by subscription, which advances our argument merely to the extent of raising the question whether their benefits from magazine-reading might not be greater if the school libraries and the public libraries made easily available a wider range of magazines than any group of teachers would normally obtain by subscription. We do not know the answer, but the question should interest the state authorities

In terms of books, the two tables (19 and 20) become more interesting. Teachers' personal libraries in Extown supply twice as many books as they supply in Wytown (Table 19), and they supply more than twice as many books per teacher (Table 20) ²

The school library in Extown supplies a smaller proportion of the teachers' book-reading than it supplies in Wytown, but it supplies a larger number of books per teacher. One should note that the teachers thus supplied are but 16 per cent of Extown's teaching staff and 40 per cent of Wytown's. The public library supplies fewer books per teacher than the school library in Extown but not in Wy-

² The discrepancy between the totals in Table 19 and those in Table 20 is due to the fact that the "Unknown" group is omitted in Table 20

town. It supplies fewer magazines in both places, though the Extown return is unreliable. The public library accordingly does not realize its possibilities as a professional benefit to teachers.

Friends are the most important source of teachers' books, after the personal library and school library (Table 19). Friends supply nearly 6 per cent more of teachers' books in Wytown than they supply in Extown, but the twenty-seven teachers who borrowed from friends in Extown came off slightly better. Wytown teachers obtain 6 per cent more of their books from other sources, but the fourteen Extown teachers who patronized the "other, sources" obtained more books per teacher.

The figures cited in the foregoing paragraphs in many cases fall short of statistical significance. They are accordingly more useful as indicating a method of analysis, which has yet to be applied to the solution of problems in library administration, than as a clear-cut evaluation of the sources of teachers' reading in the two communities. But the data fully justify the generalization that both of the public agencies—the school library and the public library—can go farther to meet the reading needs of teachers, even in the two well-favored towns chosen for special attention.

Table 21 shows the types of magazines read by the teachers of both communities. Professional magazines and digests dominate both patterns as one might expect. The patterns differ chiefly in Extown's preference for élite and smart and quality magazines, and Wytown's preference for women's magazines and weekly news. Both teachers and students in Extown do about 7 per cent more of their magazine-reading in élite and smart than do the same groups in Wytown. Extown teachers do nearly 10 per

TEACHERS' READING

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TABLE 21

MAGAZINES READ BY TEACHERS FROM ALL SOURCES

(By percentages of all magazines read)

TYPE OF MAGAZINE	PERCENTAGE	
	Extown	Wytown
Adventure and western		
Business	0 7	0 5
Detective and mystery		
Elite and smart	8 8	1 4
Farm		0 5
Fine arts	2 2	2 5
Fraternal		0 2
Foreign language		0 9
Health		1 1
Hobbies		
Humor		0 2
Juvenile	3 6	1 8
Literary criticism	2 9	1 1
Local	0 7	
Liberal	4 4	2 5
Motion picture		
Monthly miscellanies (mediocre)		3 6
Monthly reviews	8 0	5 2
Professional	16 8	19 5
Women's	5 8	16 8
Popular science	0 7	1 1
Quality	13 1	3 6
Radio		0 2
Digests	11 7	10 9
Religion	2 2	0 9
Racial and national		
Sports and outdoors	0 7	1 4
Trade		
Travel	2 9	4 8
True story and love		
Weekly news	8 0	14 5
Weekly miscellanies	6 8	4 8
Total	100 0	100 0
Number of magazines	137	442

cent more of their reading in quality magazines than Wytown teachers do, whereas Extown students favor them only about 2 per cent more than Wytown students. Each group of students reads about the same proportion of women's magazines, but weekly news magazines are read less by Wytown than by Extown students.

On the whole, such arithmetical comparisons between teachers and students show little that is not obvious, because of the extent to which students' patterns of magazine-reading are influenced by the naturally juvenile reading of ninth-graders. More meaningful and instructive comparisons are those of Table 22, in which the magazines read by teachers are compared with those read by high-school Seniors.

The entries in the "Seniors" columns are more numerous because the students reporting so greatly outnumber the teachers. For the same reason there are more entries under Wytown teachers than under Extown teachers. But most of the differences are small. As between all Seniors and all teachers, the magazines most read by teachers are professional magazines in both communities and quality magazines in Extown. Those more read by Seniors than by teachers are women's and weekly news in Extown, and juvenile, popular science, and weekly miscellanies in Wytown. Such differences are mostly explained by the fact that professional magazines are the teachers' home work, quality magazines are too mature for the youngsters, and boys are enough larger in the sample to explain the larger student preference for popular science. The similarities suggest that teachers have shared their reading interests with students by the time they have become Seniors, or that both teachers and students read what magazines are most easily available. The virtually equal supply of maga-

TABLE 22
DIFFERENCES IN MAGAZINES READ BY TEACHERS AND
BY SENIOR STUDENTS

(By percentages of all the magazines read)

TYPE OF MAGAZINE	EXTOWN			WYTOWN		
	Teachers	Seniors	Teachers minus Seniors	Teachers	Seniors	Teachers minus Seniors
Adventure and western		0 3			0 6	
Business	0 7		0 7	0 5	0 4	0 1
Detective					0 3	
Elite and smart	8 8	10 5		1 4	2 0	
Farm		1 1		0 5	0 6	
Fine arts	2 2	2 4		2 5	1 5	1 0
Fraternal		0 3		0 2	0 8	
Foreign language		0 5		0 9	0 1	0 8
Health				1 1	0 8	0 3
Hobbies		0 3			0 6	
Humorous		0 8		0 2	0 1	0 1
Juvenile	3 6	2 4	1 2	1 8	9 4	
Literary criticism	2 9	0 3	2 6	1 1	0 2	0 9
Local	0 7	0 5	0 2			
Liberal	4 4	0 8	3 6	2 5	1 8	0 7
Motion picture		1 1			1 0	
Monthly miscellanies (medi- ocre)		4 8		3 6	4 7	
Monthly reviews	8 0	4 8	3 2	5 2	7 9	
Professional	16 8	0 8	16 0	19 5	2 2	17 3
Women's	5 8	11 9		16 8	15 0	1 8
Popular science	0 7	1 6		1 1	5 0	
Quality	13 1	4 3	8 8	3 6	2 1	1 5
Radio				0 2	0 4	
Digests	11 7	9 7	2 0	10 9	6 6	4 3
Religion	2 2		2 2	0 9	0 6	0 5
Racial						
Sports and hobbies	0 7	1 3		1 4	1 7	
Trade		0 5			0 3	
Travel and exploration	2 9	1 9	1 0	4 8	2 9	1 9
True story and love					0 5	
Weekly news	8 0	24 7		14 5	17 6	
Weekly miscellanies	6 8	12 4		4 8	12 3	
All others						
Total	100 0	100 0		100 0	100 0	
Number of magazines	137	372		442	1,447	

zines in both places makes the former explanation more plausible. As students mature they read more nearly what their teachers read if the same magazines are at hand. But one is still curious to learn whether women teachers and girl students read the same things in the same women's magazines. If they don't, and we think they don't, how do their selections differ? It would not be difficult, and it would be highly useful, to find out.

The number of magazines obtained from the five typical sources in Table 23 shows that teachers obtain more magazines by subscriptions than by any other source. Next most productive is "all other sources" (chiefly newsstand), and the third most productive are personal libraries and friends. Thereafter the only considerable source is the school library for Wytown teachers. The Wytown percentages show that other sources are used mainly for more magazines of the sort that teachers obtain from the school library. This suggests that teachers' magazine-reading might be largely enriched by the magazines the school library might well supply.

Differences between teachers' reading and students' reading are much wider in books than in magazines. The teachers read more books, a smaller proportion of fiction, and better fiction. The English teachers' survey of reading by 47,000 New York City high-school students in December, 1935,³ found the average student reading three books of mostly light fiction to one book of nonfiction per student, a ratio of +3. The corresponding ratios for Ex-town and Wytown students are 1.4 and 2.1, respectively. For the Seniors alone they drop to 0.7 and 0.4, as shown in

³ *Survey of Reading in Typical High Schools of New York City* (Yearbook No. 1 of the New York City Association of Teachers of English [New York: Noble and Noble, 1937])

Table 11. The corresponding ratios for teachers are 0.3 for Extown and 0.4 for Wytown. The greater educational value of reading in our two communities is obvious.

TABLE 23

SOURCES OF MAGAZINES READ BY HIGH-SCHOOL TEACHERS
(By percentages of all magazines obtained from each source)

TYPE OF MAGAZINE	SCHOOL LIBRARY		PUBLIC LIBRARY		PERSONAL LIBRARY AND FRIENDS		SUBSCRIPTIONS		ALL OTHER SOURCES	
	Ex-town	Wy-town	Ex-town	Wy-town	Ex-town	Wy-town	Ex-town	Wy-town	Ex-town	Wy-town
Adventure										
Business							1 5			2 8
Detective										
Elite and smart		1 7			9 5		6 1	0 4	27 5	5 6
Farm								0 8		
Fine arts		1 6		9 1		2 0	3 0	2 9	4 5	
Fraternal								0 4		
Foreign		5 4						0 4		
Health						2 0		0 4		4 2
Hobbies										
Humor								0 4		
Juvenile		1 7			9 5	2 0	4 5	1 6		2 8
Literary criticism		1 6	6 7	9 1			3 0	0 9	4 5	
Local							1 5			
Liberal	23 0	5 4	6 7		4 5	4 0	1 5	2 0		1 4
Motion picture										
Monthly miscellanies (mediocre)						2 0		4 1		7 0
Monthly reviews	10 8	19 6	11 1	18 2		8 0	6 1	1 6	4 5	2 8
Professional	7 7	7 1	20 0	9 1	9 5	12 0	25 9	10 2		
Women's		9 0		18 2	4 5	8 0	6 0	21 0	11 6	15 6
Popular science		1 6	6 7			2 0		0 4		1 4
Quality	18 5	12 5	20 0		9 5	4 0	9 1	2 4	9 1	1 4
Radio								0 4		
Digests				9 1	9 5	12 0	16 7	9 4	13 6	21 1
Religion							4 5	1 6		
Racial										
Sports		1 7	6 7			6 0		0 4		1 4
Trade										
Travel		7 1	13 2	9 1		6 0	3 0	5 3		
True story										
Weekly news		18 0	6 7	18 2	23 8	26 0	6 1	9 8	4 5	16 9
Weekly miscellanies					19 1	4 0	1 5	3 3	18 2	15 6
Total	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0
Number of magazines	11	56	15	11	21	50	66	245	22	71

The patterns of teachers' book-reading (Table 24) show Extown to read science and mathematics, 23 per cent, biography, 9 per cent; modern social problems, 9 per cent; and poetry, drama, and essays, 8 per cent. Together these

types represent about half of the Extown teachers' books. For Wytown the four leading types are vocational and educational methods, 13 per cent; modern social problems, 10 per cent; biography, 10 per cent; and poetry, drama, and essays, 9 per cent. These add to 42 per cent.

Against such teacher preferences it is interesting to set the types preferred by Senior students (Table 16). For Extown they are history, 15 per cent; science and mathematics, 13 per cent; poetry, drama, and essays, 10 per cent; and novels of family life, 7 per cent—total, 45 per cent. For Wytown they are poetry, drama, and essays, 32 per cent; history, 10 per cent; romantic novels, 9 per cent, and "all other" nonfiction, 6 per cent—total, 57 per cent. It is hard to say which is "better."

In any case we can hardly explain the community differences by any shortage in the supply of books of certain types. In the main, the similarities of the teachers' book-reading, as shown by Table 24, are plainer than the differences. The most conspicuous difference is the Extown consumption of science and mathematics, which is doubtless exaggerated by our short sample of Extown teachers.

The proportions of each type of book supplied by each source (Table 25) are more interesting in detail than conducive to generalization. Like other tables of this design, the interest consists in following each source down its columns through the various types of books, and then attempting to explain why teachers employ each source to the indicated extent for that type of reading. To select the most read types from the preceding table and then follow them through the sources is the best means of interpreting the table.

We note from the bottom row of Table 25 that the time sample of two weeks was too short to yield any consider-

TEACHERS' READING

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TABLE 24

BOOK READ BY TEACHERS BY TYPE

(By percentages of all books read)

Book Classification	Extown	Wytown
<i>Fiction</i>		
Detective	1 1	0 5
Adventure	0 6	1 6
Romance and glamour	2 3	1 3
Cheerful and school	0 6	1 1
Humorous	0 6	0 8
Satiric	1 7	1 3
Character	2 3	4 3
Family	2 3	1 9
Psychological	1 7	0 3
Philosophical problems	1 7	4 0
Social and political problems	1 1	2 1
Special groups		0 8
Setting	1 7	2 1
Historical	3 4	8 2
Animal stories	1 9	
Short stories	1 1	1 3
Horror	1 1	
<i>Nonfiction</i>		
Biography	9 1	9 6
Fine arts	6 3	3 2
History	3 4	2 1
Modern social problems	8 6	10 1
Poetry, drama, and essays	8 0	8 5
Psychology and philosophy	4 0	5 6
Religion	2 3	1 3
Science and mathematics	23 4	2 7
Sports and hobbies		1 3
School texts	0 6	1 1
Travel and exploration	5 1	5 1
Vocational and educational methods	2 9	13 3
All other nonfiction	1 1	4 5
Total	100 0	100 0
Number of books	182	697

TABLE 25

BOOKS SUPPLIED TO TEACHERS BY EACH SOURCE

(By percentages of total number of books obtained from each source)

BOOK CLASSIFICATION	SCHOOL LIBRARY		PUBLIC LIBRARY		PERSONAL LIBRARY AND FRIENDS		ALL OTHER SOURCES	
	Ex-town	Wy-town	Ex-town	Wy-town	Ex-town	Wy-town	Ex-town	Wy-town
<i>Fiction</i>								
Detective		1 3		1 3			9 1	
Adventure	3 2	1 3		1 3		2 2		1 2
Romance and glamour	3 2	1 3	5 6	1 3	1 0	0 7	18 2	2 3
Cheerful and school	3 2			1 3		0 7		2 3
Humorous				1 3		0 7	4 5	1 2
Satiric				2 7	1 9		4 5	3 5
Character		2 6	5 6	2 7	1 9	2 9	4 5	9 3
Family	6 5	1 3		2 7	1 9	0 7		3 5
Psychological	3 2		5 6	1 3	1 0			
Philosophical problems	3 2	1 3		4 1		4 4	9 1	5 8
Social and political problems			5 6	2 7	1 0	2 9		2 3
Special groups						1 5		1 2
Setting		1 3		1 3	1 9	2 2	4 5	3 5
Historical	6 5	7 7		6 8	1 9	7 3	9 1	11 5
Animal stories	3 2							
Short stories				2 7	1 9	1 5	4 5	1 2
Horror			5 6					
<i>Nonfiction</i>								
Biography	3 2	6 4		5 4	11 4	10 9	13 9	13 8
Fine arts	9 7	2 6	11 1	5 4	4 8	4 4	4 5	
History	9 7	5 1			2 9	2 2		1 2
Modern social problems	9 7	9 0	22 1	20 5	6 7	6 6	4 5	8 1
Poetry, drama, and essays	6 5	6 4	11 1	9 5	7 6	12 5	9 1	3 5
Psychology and philosophy	6 5	6 4	5 6	4 1	3 8	5 8		5 8
Religion				1 3	3 8	2 2		1 2
Science and mathematics	6 5	5 1			36 9	2 9		2 3
Sports and hobbies		2 6		2 7		0 7		
School texts				1 3	1 0	2 2		
Travel and exploration	3 2	2 6	22 1	4 1	3 8	8 0		3 5
Vocational and educational methods	6 5	35 7		8 1	2 9	6 6		7 0
All other	6 3			4 1		7 3		4 7
Total	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0
Number of books	31	78	18	74	105	137	22	86

able number of books for any source in Extown, except personal libraries and friends. To contrast the proportions of each type of book supplied by the same source in the two communities is therefore not very safe, but the similarities tell us what we want to know. They show that the school library supplies teachers mainly with nonfiction—about 80 per cent of all its supplies. The public library in Extown cannot be discussed because the number of books is too small, but in Wytown its supply of teachers' books on modern social problems should be noticed. Personal libraries and friends supply relatively more fiction to teachers in Wytown than in Extown, but they supply far more nonfiction than fiction in both places. They supply most books in biography, poetry, drama, and essays (Wytown); science and mathematics (Extown), and travel (Wytown). All other sources, meaning rental libraries for the most part, supply detective and romantic novels (Extown), character novels (Wytown), philosophical novels (Extown), historical novels, biography, and poetry, drama, and essays (Extown). Again, the small sample of books should discourage much confidence in the Extown percentages. But there remains the further evidence that Extown teachers buy more of the substantial books they read than Wytown teachers buy.

Somewhat analogous to the contrasts between the reading patterns of ninth- and twelfth-grade students are those between elementary- and high-school teachers. The two groups of teachers are differentiated by age, selection, training, occupation, and social contacts. Previous studies of their subject interests in reading⁴ have shown teachers to differ more widely among themselves than the members

⁴ Douglas Waples and Ralph W. Tyler, *What People Want To Read About* (Chicago: University of Chicago Press, 1931).

of many other comparable occupations. It is thus useful to note differences in the sources patronized by elementary- and high-school teachers and in the types of publication supplied by each source. Such differences show how efficiently reading facilities are administered.

TABLE 26
MAGAZINES AND BOOKS REPORTED BY FLEMENTARY- AND
HIGH-SCHOOL TEACHERS (WYTOWN)
(By percentages of total magazines and books reported)

SOURCE	MAGAZINES				BOOKS			
	Percentages		Differences		Percentages		Differences	
	Elementary School	High School	Elementary School minus High School	High School minus Elementary School	Elementary School	High School	Elementary School minus High School	High School minus Elementary School
School library	8.4	15.6		7.2	23.1	18.7	4.4	
Public library	3.1	1.8	1.3		18.5	11.8	6.7	
All other sources	88.5	82.6	5.9		58.4	69.5		11.1
Total Number	100.0 551	100.0 753			100.0 303	100.0 397		

The deficiency of elementary-school teachers in our sample is met in part by data concerning books and magazines reported by some 500 teachers of the first six grades in 42 communities of New York State. The data were gathered by R. B. Ballou in the fall of 1936 for an investigation of social studies in New York State by Howard E. Wilson. They appear in Appendix E, by permission, for the sake of comparison with the data to be supplied.

Elementary-school teachers in Wytown, according to Table 26, obtain about 6 per cent less of their magazines than high-school teachers obtain from the school library

and public library combined. The number of teachers involved is only 8 for Extown and 80 for Wytown. Neither group obtains any considerable number of magazines from the public library. The school library supplies high-school teachers with 7 per cent more of their magazines than it supplies to elementary-school teachers. As for books, both libraries combined supply 11 per cent more of the elementary teachers' reading, the school library supplying slightly more than the public library.

TABLE 27
NUMBER OF PUBLICATIONS PER TEACHER SUPPLIED
BY EACH SOURCE IN WYTOWN*

PUBLICATIONS	SCHOOL LIBRARY		PUBLIC LIBRARY		PERSONAL LIBRARY		FRIENDS		SUBSCRIPTION		ALL OTHER SOURCES	
	Elementary School	High School	Elementary School	High School	Elementary School	High School	Elementary School	High School	Elementary School	High School	Elementary School	High School
Magazines	1.8	0.4	1.2	1.1	1.5	2.9	1.2	1.6	3.2	3.8	1.8	1.4
Books	1.4	1.6	2.2	1.9	1.4	1.5	1.2	1.5	1.1	2.0		

* For number of teachers, magazines and books see Table 20

Table 27 shows the number of magazines and books per teacher supplied by each source. High-school teachers obtain slightly more magazines from three sources and slightly more books from all sources except the public library. The two groups patronize the sources very similarly, the largest differences being the high-school teachers' greater use of subscription for both magazines and books.

More interesting comparisons are afforded by differences in the kind of publications read. Table 28 presents the facts for magazines. The only types of magazines which are read in larger proportions by elementary-school teachers than by high-school teachers are professional, 29 per

TABLE 28

MAGAZINES READ BY ELEMENTARY- AND HIGH-SCHOOL
TEACHERS (WYTOWN)

(By percentages of total magazines read)

Types of Magazine	Elementary School	High School
Adventure and western		
Business		1 5
Detective and mystery		
Elite and smart	1 4	1 9
Farm	0 4	0 6
Fine arts	0 7	1 9
Fraternal		0 1
Foreign	0 2	0 7
Health	0 5	2 4
Hobbies		0 4
Humor		0 1
Juvenile	1 1	1 0
Literary criticism		1 0
Local		
Liberal	1 1	2 4
Motion picture		
Monthly miscellanies (mediocre)	5 8	2 8
Monthly reviews	2 2	4 9
Professional	29 3	16 4
Women's	21 8	12 4
Popular science	0 2	2 1
Quality	2 2	4 5
Radio		0 3
Digests	14 7	11 1
Religion	0 9	1 0
Racial		
Sports and outdoors	0 2	2 2
Trades		0 4
Travel	4 7	4 6
True story and love		0 1
Weekly miscellanies	5 0	4 5
Weekly news	7 6	18 7
Total	100 0	100 0
Number of magazines	551	753

cent; women's, 22 per cent; digests, 15 per cent; monthly miscellanies, 6 per cent; weekly miscellanies, 5 per cent; travel, 5 per cent; and juvenile, 1 per cent. The high-school teachers read more widely. They read proportionately twice as much in liberal, monthly reviews, quality, and weekly news. In order of decreasing proportion they read weekly news, 19 per cent, professional, 16 per cent; women's, 12 per cent; digests, 11 per cent, and no others over 5 per cent.

The differences in book-reading (Table 29) follow the same pattern and likewise indicate greater maturity among high-school teachers as a class. Elementary-school teachers read a considerably larger proportion of historical novels and professional books. High-school teachers read over six times the proportion of biography and over twice the proportion of books on modern social problems. Although the other differences are minor, they are also interesting when considered in relation to the sources from which each group obtains its books (Table 25).

The qualitative differences shown in Table 30 slightly favor high-school teachers. The sums of the proportion of fiction classed as superior are the same for each group—17 per cent. The corresponding sums for the inferior class are again 17 per cent for the high-school teachers and 20 per cent for the elementary-school teachers. But the reading of more "immature" fiction by the latter group may well be defended on professional grounds.

This chapter may be summarized as follows:

1. School and public libraries together supply about 16 per cent of teachers' magazines and about 32 per cent of their books. The bulk of their reading is purchased or borrowed from friends.

TABLE 29

BOOKS READ BY ELEMENTARY- AND HIGH-SCHOOL
TEACHERS (WYTOWN)

(By percentages of all books read)

Types of Books	Elementary School	High School
<i>Fiction</i>		
Detective	0 7	1 0
Adventure	1 0	2 0
Romance and glamour	2 0	1 5
Cheerful and school	2 0	1 3
Humorous	1 0	0 3
Satiric	1 0	0 8
Character	3 0	4 8
Family	1 0	2 5
Psychological	1 0	
Philosophical problems	3 0	3 5
Social and political problems	2 7	3 3
Special groups	0 7	0 3
Setting	2 7	1 5
Historical	13 3	7 5
Animal stories		0 3
Short stories	0 7	1 0
Horror	0 3	
<i>Nonfiction</i>		
Biography	2 0	13 5
Fine arts	1 7	3 5
History	4 3	2 0
Modern social problems	4 7	11 1
Poetry, drama, and essays	6 7	6 8
Psychology and philosophy	8 7	6 3
Religion	0 7	3 3
Science and mathematics	1 3	3 5
Sports, hobbies, <i>et al</i>	0 7	1 0
School texts		0 8
Travel	6 3	4 8
Vocational and educational methods	21 5	8 8
All other nonfiction	5 3	3 0
Total	100 0	100 0
Number of books	303	397

TABLE 30

QUALITY OF FICTION BOOKS READ BY TEACHERS IN WYTOWN

(By percentage and number of books read in each class)

Types of Fiction	Quality	Elementary School	High School
1 Detective	1 Inferior		0 8
	2 Medium	1 0	2 5
	3 Superior	1 0	
2 Adventure	1 Inferior	1 9	1 7
	2 Medium	1 0	5 0
	3 Superior		
3 Romance and glamour	1 Inferior	3 8	2 5
	2 Medium	1 9	1 7
	3 Superior		0 8
4 Cheerful and school	1 Inferior	3 8	
	2 Medium	1 9	4 1
	3 Superior		
5 Humorous	1 Inferior		
	2 Medium	2 9	0 8
	3 Superior		
6 Satire	1 Inferior		
	2 Medium	1 9	0 8
	3 Superior	1 0	1 7
7 Character	1 Inferior		
	2 Medium	5 7	13 2
	3 Superior	2 9	2 5
8 Family	1 Inferior	1 9	
	2 Medium	1 0	5 8
	3 Superior		2 5
9 Psychological	1 Inferior		
	2 Medium	1 9	
	3 Superior	1 0	
10 Philosophical problems	1 Inferior	3 8	5 0
	2 Medium	1 0	2 5
	3 Superior	3 8	4 1

TABLE 30—*Continued*

Types of Fiction	Quality	Elementary School	High School
11 Social and political problems	1 Inferior	1 9	3 3
	2 Medium	2 9	3 3
	3 Superior	2 9	4 1
12 Special groups	1 Inferior		
	2 Medium	1 9	0 8
	3 Superior		
13 Setting	1 Inferior	1 0	0 8
	2 Medium	1 9	2 5
	3 Superior	4 8	1 7
14 Historical	1 Inferior	1 9	4 1
	2 Medium	35 7	20 6
	3 Superior		
15 Animal stories	1 Inferior		0 8
	2 Medium		
	3 Superior		
Total		100 0	100 0
Number of novels		82	144

2 Teachers' reading is necessarily in large part professional. Of professional publications the school and public libraries supply less than might be expected.

3. Teachers' nonprofessional reading is about evenly divided between books and magazines in Extown. Wytown teachers read more magazines and fewer books. Teachers' nonprofessional magazine-reading is characterized by digests, weekly news, women's, and quality magazines. The variety of teachers' magazine-reading of a semiprofessional character could be increased, and its values enriched, if school and public libraries gave more attention to teachers' somewhat peculiar needs for close

acquaintance with the best general magazines in the interests of their teaching.

4. Teachers read more books, a smaller proportion of fiction, and better fiction than either students or parents read. The books of fiction they read were classed by our criterion as about 17 per cent inferior, 66 per cent medium, and 17 per cent superior. We believe that both school and public libraries should be more adequately equipped to supply teachers with semiprofessional and recreational books and magazines.

CHAPTER IV

PARENTS' READING AND RESUME

PARENTS of high-school students were chosen as a sample of adult readers well suited to the purposes of the study. The choice was based on four considerations. The first is that the fact of parenthood normally weakens the resistance of any adult to a request for some of his time to report his reading in the interests of his children's education.

Another consideration is that the parents of high-school students represent an older group of adults than the parents of elementary-school students. The difference in age is important, because it makes possible a comparison of the reading by persons recently graduated from high-school with the reading of those graduated at least twenty-five years ago. The comparisons should show the effects, if any, of such progress as the schools may have made during this period to the end of more and better reading by their graduates. Since other studies¹ have described the reading of persons recently graduated from New York high schools, we have not duplicated the evidence and so cannot draw the comparisons in this text.

A third consideration is that a random selection from high-school parents is more likely than not to catch the heavy readers. We do not know exactly how the parents who reported their reading differ from those who ignored the request, but our analysis of the returns leaves the im-

¹ Ruth Eckert and Thomas O. Marshall, *When Youth Leave School* (publication of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York [New York: McGraw-Hill Book Co., 1938]).

pression that the heavy readers responded in much larger proportion than the light readers. Hence, we present our sample of high-school parents as representing certainly the upper two-thirds and probably the upper half of parents in terms of the quantity and quality of the reading they do

A fourth consideration is the importance of knowing what high-school parents read for what the knowledge may add to our understanding of what their children read. The high school's present attention to reading is largely inspired by the fact that the home no longer supplies the stimulus toward good reading which it did supply when the students were largely confined to children of the better-educated minorities. Quantitative and qualitative differences between the reading of high-school students and their parents should help to describe the influence of parents on students' reading

An overview of parents' use of the local sources is shown in Table 31. The combination of books and magazines is less meaningful here than formerly because most adults read many more magazines per book than most teachers and students read. Hence, the two most-used sources in Extown and in Wytown are "subscriptions" and "news-stands," which together account for 57 per cent of all the publications parents read in both communities. Personal libraries are third in Extown (14 per cent) and the public library is third in Wytown (11 per cent). Friends are the fourth largest source in Extown (9 per cent) and personal libraries (11 per cent) in Wytown. The public library supplies less than 12 per cent of parents' reading in either place. In the two communities combined, the school and public libraries together supply 11.2 per cent of the parents' books and magazines. In Extown the percentage is 9 and in Wytown 12.6.

When magazines and books are separated, as in Table 32, the school and public libraries are seen to supply a more considerable proportion of parents' books. Even the school library supplies over 3 per cent of the parents' books in Wytown. The public library supplies 21 per cent to Extown parents and 36 per cent to Wytown parents. Both

TABLE 31

PUBLICATIONS OBTAINED BY PARENTS FROM LOCAL SOURCES
(By percentages of all publications reported)

Source	Extown (Percentage)	Wytown (Percentage)	Extown and Wytown Combined (Percentage)
Personal library	14 1	11 0	12 2
School library	0 7	1 4	1 2
Public library	8 3	11 2	10 0
Subscription	38 7	40 7	39 9
Friends	8 5	8 3	8 4
Rental library and newsstand	17 3	17 4	17 3
Bookstores	5 1	2 0	3 3
Other sources	3 7	5 0	4 5
Unknown	3 6	3 0	3 2
Total	100 0	100 0	100 0
Number of publications	1,680	2,489	4,169

rental libraries and bookstores are more productive in Extown. Bookstores supply over four times the proportion in Extown that they supply in Wytown. Such facts imply that tax-supported sources of books for adults are more needed in Wytown than in Extown. The book needs of school children are different both in amount and in kind.

Table 33 shows the number of books and magazines obtained from each source, per parent, for comparison with the preceding table. The comparisons add little to the information contained in Table 32. Whereas newsstands

supply almost the same percentage of the magazines read by parents in both places, the newsstands in Extown supply over half a magazine more per reader. Bookstores also show interesting differences, but the number of parents involved is too small for comment.

TABLE 32

MAGAZINES AND BOOKS OBTAINED BY PARENTS FROM EACH LOCAL SOURCE
(In percentages of all magazines and of all books read)

SOURCE	MAGAZINES		BOOKS	
	Extown	Wytown	Extown	Wytown
Personal library	0 7	2 6	35 5	32 7
School library		0 8	1 9	3 2
Public library	0 2	1 5	21 3	36 1
Subscription	62 9	56 4		
Friends	5 4	6 7	13 4	12 2
Rental libraries and newsstands	22 1	21 1	9 6	7 6
Bookstores	1 3	2 0	11 3	2 6
Other sources	3 2	5 7	4 5	3 2
Unknown	4 2	3 2	2 5	2 4
Total	100 0	100 0	100 0	100 0
Number of publications	1,032	1,795	648	694
Number of parents	288	525	256	323

With regard to books, we find no conspicuous differences in either the percentages or the number supplied by personal libraries in the two communities. Personal libraries, however, supply 14 per cent more books to Extown parents than the public library supplies. In Wytown they supply 3 per cent less. Since the number of books per parent is about the same in each case, this implies Extown's more general use of other commercial agencies than those covered by "personal libraries," which Table 32 makes plain. The largest difference in the number of books ob-

tained per parent is the difference of one more book obtained by Wytown parents from rental libraries. Oddly enough, however, the number of parents using rental libraries at all is twice as large in Extown as in Wytown, and the 24 parents in Wytown are too few to characterize the group

TABLE 33
NUMBER OF PUBLICATIONS SUPPLIED BY EACH SOURCE, PER PARENT

SOURCE	EXTOWN						WYTOWN					
	Maga- zines	Par- ents	Maga- zines per Par- ent	Books	Par- ents	Books per Par- ent	Maga- zines	Par- ents	Maga- zines per Par- ent	Books	Par- ents	Books per Par- ent
Personal library				230	128	1.8				227	132	1.7
School library				12	14	0.9				22	18	1.2
Public library	2	2	1.0	138	71	1.9	14	9	1.6	250	141	1.8
Subscription	656	177	3.8				1,058	418	2.5			
Friends	56	32	1.8	87	75	1.2	121	91	1.3	85	76	1.1
Rental and newsstands	228	98	2.3	62	51	1.2	379	222	1.7	53	24	2.2
Bookstores	11	5	2.6	73	50	1.5	35	26	1.3	18	15	1.2
Other sources	33	18	1.8	29	26	1.1	101	75	1.4	22	22	1.0
Number dif- ferent par- ents		228			256			525			321	

Differences, as implied by Table 32, in public-library services to the adults who do the most serious reading are important. They suggest that the public funds for public-library service are most needed (from the educational standpoint) in the least prosperous communities, even as such communities most need funds for public schools. Expenditures for public libraries are generally consistent with per capita income.² But public-library service to adults should be financed on the same basis as service to students and teachers, provided the reading matter supplied is con-

² George Flint Purdy, "Public Library Service in the Middle West" (unpub. Ph.D. thesis, Graduate Library School, University of Chicago, 1936).

sistent with the social values by which such financing is defended.

The differences in types of magazines read by parents (Table 34) are consistent with those between students and teachers in the two localities. Extown parents read mostly women's, 16 per cent, weekly news, 15 per cent; weekly miscellanies, 14 per cent, digests, 11 per cent, and élite and smart, 10 per cent. Wytown parents read women's, 23 per cent; weekly miscellanies, 17 per cent, weekly news, 10 per cent, and digests, 9 per cent. Extown's parents read larger proportions than Wytown's chiefly in élite and smart, quality, weekly news, monthly reviews, and in liberal. The Wytown parents read larger proportions in women's, monthly miscellanies, trade journals, popular science, and weekly miscellanies, like the *Saturday Evening Post*. One feels that the differences fairly distinguish the two communities.

Table 35 omits the school library and the public library, since the former supplies only 10 and the latter only 7 magazines to parents in both communities combined. From subscriptions, the largest source, Extown obtains women's, weekly news, digests, weekly miscellanies, and élite—which together amount to 64 per cent of the total. In Wytown the leading subscriptions are the same except that élite and weekly news give way to monthly miscellanies. Women's, weekly miscellanies, digests, and monthly miscellanies together amount to 59 per cent of Wytown's total. The same patterns apply to personal libraries and friends, and to "all other sources," except for quality magazines from personal libraries and friends in Extown, and élite and weekly news from newsstands in Wytown. The data just presented show that so far as

NEW YORK LIBRARIES AND READERS

TABLE 34

PARENTS' MAGAZINES BY TYPE
(By percentages of all magazines read)

Types of Magazines	Extown	Wytown
Adventure and western		0 2
Business	0 2	2 2
Detective and mystery		0 3
Elite and smart	9 7	0 8
Farm	1 0	1 9
Fine arts	1 4	0 6
Fraternal	0 7	0 9
Foreign language	0 2	0 1
Health	0 5	0 4
Hobbies		0 3
Humor	0 1	
Juvenile	0 6	0 6
Literary criticism	0 1	
Local	0 3	0 1
Liberal	2 4	0 3
Motion picture	0 6	0 8
Monthly miscellanies (mediocre)	3 6	7 9
Monthly reviews	4 8	1 0
Professional	2 7	1 7
Women's	16 3	23 4
Popular science	0 5	3 8
Quality	6 4	1 5
Radio	0 1	0 6
Digests	11 4	9 4
Religion	0 9	3 1
Racial		
Sports and outdoors	1 2	1 4
Trade	1 1	4 7
Travel	3 6	3 8
True story and love		1 1
Weekly news	15 3	10 4
Weekly miscellanies	14 3	16 7
Total	100 0	100 0
Number of magazines	1,032	1,795

TABLE 35

DISTRIBUTION OF MAGAZINES TO PARENTS
(By percentages of magazines supplied by each source)

TYPES OF MAGAZINES	PERSONAL LIBRARY AND FRIENDS		SUBSCRIPTIONS		ALL OTHER SOURCES	
	Extown	Wytown	Extown	Wytown	Extown	Wytown
Adventure						
Business	1 5		1 7	2 1	6 8	1 2
Detective						
Elite and smart	12 3	2 0	9 0	0 8	10 3	1 2
Farm	1 5		1 6	2 1		0 6
Fine arts	1 5		1 6	0 8	3 4	
Fraternal		2 0	1 3	0 3		
Foreign	1 5			0 3		
Health			0 6	0 8		
Hobbies				0 3		
Humor						
Juvenile			0 4	0 3		
Literary criticism			0 3			
Local			0 6			
Liberal	4 7		1 4		3 4	1 8
Motion picture				0 3	3 4	7 8
Monthly miscellanies (medi- ocre)	1 5	11 8	1 7	9 1		
Monthly reviews	7 7		5 8	1 1	3 4	
Professional	4 7	2 0	4 8	2 1	3 4	
Women's	9 2	17 6	17 7	29 3	17 5	14 4
Popular science		2 0	0 3	2 9		4 2
Quality	18 5		6 1	1 3	6 9	4 2
Radio	1 5			0 8		2 4
Digests	15 4	21 5	12 0	9 6	17 5	7 8
Religion	1 5	3 9	1 0	4 8		1 2
Racial						
Sports			1 6	0 3		1 2
Trade		3 9	1 0	5 6	3 4	4 2
Travel		3 9	5 3	5 9		
True story				0 3		1 8
Weekly news	13 8	13 7	16 4	7 8	10 3	12 0
Weekly miscellanies	4 7	13 7	9 0	11 0	10 3	32 8
Total	100 0	100 0	100 0	100 0	100 0	100 0
Number of magazines	65	57	702	374	313	167

parents' magazines are concerned, the public agencies might as well not exist.

Table 36 shows the number of fiction books read to one book of nonfiction by parents of different occupational groups. Aside from the fact that the professional groups in each place read proportionally more nonfiction than any other group, the fiction ratios are conspicuously smaller

TABLE 36
RATIOS OF FICTION TO NONFICTION BOOKS READ BY PARENTS
(By number of fiction books read to one book of nonfiction)

OCCUPATION	EXTOWN		WY TOWN	
	Men	Women	Men	Women
Professional	0 7	0 8	0 3	0 3
Business	0 6	2 0	1 0	1 0
Clerical		1 2	1 5	2 5
Skilled trades	1 7		0 4	
Other and housewives		0 9	0 7	1 4
Average	1 0	1 2	0 8	1 3

than those found in other urban communities. Most adult book readers elsewhere read at least twice as much fiction as nonfiction. Our sample is thus largely confined to the peak of the book-reading pyramid, which is all to the purpose.

The types of books comprising more than 5 per cent of Extown parents' books (Table 37) are biography, 13 per cent; modern social problems, 11 per cent, historical novels (mainly *Gone with the Wind* and *Drums along the Mohawk*), 9 per cent, poetry, drama, and essays, 8 per cent, and character novels, 7 per cent—which add to 48 per cent. In Wy-town the leading types are religion, 12 per cent, romantic

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TABLE 37

PARENTS' BOOK-READING BY TYPE

(By percentage of all books read)

Book Classification	Extown	Wytown
<i>Fiction</i>		
Detective	3 8	4 6
Adventure	2 1	5 9
Romance and glamour	2 7	11 2
Cheerful and school	1 6	2 5
Humorous	0 8	1 0
Satiric	1 7	0 7
Character	6 8	3 5
Family	2 5	1 9
Psychological	1 6	0 6
Philosophical problems	4 3	3 8
Social and political problems	1 7	2 5
Special groups	0 2	0 3
Setting	2 1	2 2
Historical	9 3	8 6
Animal stories	1 3	
Short stories	1 6	1 9
Horror	0 3	0 6
<i>Nonfiction</i>		
Biography	13 2	7 2
Fine arts	3 0	0 9
History	2 4	4 0
Modern social problems	11 4	3 4
Poetry, drama, and essays	7 6	3 8
Psychology and philosophy	3 8	5 9
Religion	3 6	11 7
Science and mathematics	1 4	1 0
Sports and hobbies	1 7	1 3
School texts		
Travel and exploration	4 8	2 5
Vocational and educational methods	1 1	2 7
All other nonfiction	1 6	3 8
Total	100 0	100 0
Number of books	631	677
Number of readers	256	323

novels, 11 per cent; historical novels, 9 per cent; biography, 7 per cent; novels of adventure, 6 per cent; and psychology, 6 per cent—which add to 51 per cent. No less sharply than the magazine patterns, such patterns of book-reading reflect cultural differences which first appeared in the books read by high-school students. We find more attention by Wytown parents to the lighter fiction represented by the first five types. Extown prefers the next five types, which are somewhat heavier. Extown's nonfiction shows marked preference for biography and modern social problems, as against Wytown's larger taste for religion and psychology. The numbers at the foot of Table 37 show plainly that Extown's parents read more books than Wytown's.

Table 38 related differences among types of books to differences among sources. The small numbers of books supplied by the school libraries are entered merely to show that they are mostly the youngsters' schoolbooks. It is noteworthy that the number of books supplied by each of the other sources is considerably larger in Extown than in Wytown, despite the fact that the number of parents reporting is much smaller in Extown. Omitting all types which constitute less than 5 per cent of the total supplied by each source, we see that the public library in Extown supplies relatively more nonfiction than fiction. In Wytown it is the other way about, the public library fiction pattern is not unlike the total pattern shown in Table 37.

Personal libraries and friends supply relatively less fiction than nonfiction to Wytown parents. These sources supply almost the same proportion of adventure novels that the public library supplies, and they supply over twice the proportion of the currently popular historical novels, but the percentages of other types of fiction are all

TABLE 38

BOOKS SUPPLIED TO PARENTS BY EACH SOURCE
(By percentages of all books obtained from each source)

BOOK CLASSIFICATION	SCHOOL LIBRARY		PUBLIC LIBRARY		PERSONAL LIBRARY AND FRIENDS		ALL OTHER SOURCES	
	Ex-town	Wy-town	Ex-town	Wy-town	Ex-town	Wy-town	Ex-town	Wy-town
<i>Fiction</i>								
Detective		3 8	6 5	7 2	2 7	1 9	2 2	2 7
Adventure			4 3	7 8	1 9	7 2	2 6	10 8
Romance and glamour		11 5	2 7	14 8	2 4	2 9	3 5	10 8
Cheerful and school	10 5		1 1	7 2	2 4	2 9	0 4	
Humorous			1 1	1 8	0 8	1 0	0 4	
Satiric			0 5		1 1	1 4	3 5	5 4
Character		11 6	9 7	3 6	4 0	3 4	7 8	5 4
Family	10 5	11 6	4 8	2 4	2 2	1 4	3 0	
Psychological			1 6	1 2	1 9		1 3	2 7
Philosophical problems	5 3	3 8	3 2	7 8	4 3	1 4	5 6	2 7
Social and political problems			1 1	1 2	1 1	2 4	4 3	2 7
Special groups			0 5			0 5		
Setting		7 7	1 1	1 2	1 1	0 5	4 8	2 7
Historical		7 7	5 9	4 8	11 3	12 0	10 0	10 8
Animal stories			2 7		0 8			
Short stories			3 8	1 2	0 8	1 9	0 9	5 4
Horror			1 6		0 5	0 5	0 4	2 7
<i>Nonfiction</i>								
Biography	10 5	7 7	14 0	7 2	11 9	8 2	12 0	8 2
Fine arts			3 2	1 8	3 2	1 4	1 3	
History	5 3	7 7	2 2	3 0	4 3	4 8	0 4	5 4
Modern social problems		7 7	7 0	2 4	14 0	3 4	9 1	5 4
Poetry, drama, and essays	21 0	11 6	10 6	2 4	5 7	2 9	6 5	2 7
Psychology and philosophy		3 8	5 4	7 8	4 9	4 3	5 2	2 7
Religion			1 1	1 8	4 3	19 3	3 5	2 7
Science and mathematics	26 3			1 2	1 9	1 9	2 2	2 7
Sports and hobbies			1 1	1 8	2 2	0 5	1 7	2 7
School texts								
Travel and exploration	5 3		2 7	4 2	4 0	1 9	5 2	
Vocational and educational methods					1 9	5 3	0 9	2 7
All other	5 3	3 8	0 5	4 2	2 4	4 8	1 3	
Total	100 0	100 0	100 0	100 0	100 0	100 0	100 0	100 0
Total number of books read	19	26	186	167	371	208	231	37

small. Personal libraries and friends, however, appear to furnish the bulk of Wytown's religious books, as in Extown they furnish books on modern social problems. "All other sources," meaning bookstores and rental libraries, are important only in Extown, since they supply only 37 books to the 323 Wytown parents reporting books. In Extown the proportions which each type of book is of the total supplied by bookstores and rental libraries correspond very closely with the percentages from all sources as shown in Table 37.

By adding the quality percentages of Table 39, we find that parents in the two communities combined read 34 per cent "inferior" fiction, 56 per cent "medium" fiction, and 10 per cent "superior" fiction. This distribution is somewhat above normal, but the proportion of superior fiction is lower than that for Extown and Wytown teachers. It is much lower than that for high-school Seniors, whose fiction was classed 33 per cent inferior, 44 per cent medium, and 23 per cent superior (Table 40).

Wytown parents read about twice the proportion of novels classed as inferior that Extown parents read. Of the fourteen subject classes containing "inferior" books, Wytown reads a larger proportion than Extown in eight classes. When the actual percentages of inferior novels read in each class are added, the result is 46 per cent for Wytown as against 22 per cent for Extown. Nor do Wytown parents read a larger proportion of "superior" fiction. There are eleven classes in which some novels on the "superior" level were read. Of these, Wytown's percentages exceed Extown's in only four. The sums of the actual percentages of "superior" reading are Extown, 18.2 per cent, and Wytown, 6.6 per cent, hence, Extown reads over twice as much "superior" fiction as Wytown.

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TABLE 39

QUALITY OF NOVELS READ BY PARENTS

(By percentages of all books read)

Book Classification	Quality	Fxtown	Wytown
1 Detective	1 Inferior	4 9	6 6
	2 Medium	3 0	2 4
	3 Superior	1 1	0 3
2 Adventure	1 Inferior	2 2	8 1
	2 Medium	2 6	3 9
	3 Superior		
3 Romance and glamour	1 Inferior	1 5	17 0
	2 Medium	4 9	5 4
	3 Superior		0 3
4 Cheerful and school	1 Inferior	3 3	2 7
	2 Medium	0 4	2 4
	3 Superior		
5 Humorous	1 Inferior	0 4	
	2 Medium	1 1	1 2
	3 Superior	0 4	0 9
6 Satiric	1 Inferior	0 4	
	2 Medium	2 6	0 9
	3 Superior	1 1	0 6
7 Character	1 Inferior	2 2	0 9
	2 Medium	10 5	5 1
	3 Superior	3 3	1 2
8 Family	1 Inferior		0 9
	2 Medium	3 3	3 0
	3 Superior	2 6	
9 Psychological	1 Inferior		
	2 Medium	1 9	0 6
	3 Superior	1 9	0 6
10 Philosophical problems	1 Inferior	1 5	5 4
	2 Medium	2 6	2 1
	3 Superior	6 0	0 3

TABLE 39—*Continued*

Book Classification	Quality	Extown	Wytown
11 Social and political problems	1 Inferior	1 5	1 8
	2 Medium	1 5	3 3
	3 Superior	1 1	
12 Special groups	1. Inferior	0 4	
	2 Medium		0 6
	3 Superior		
13 Setting	1 Inferior		0 9
	2 Medium	4 1	2 4
	3 Superior	0 7	1 2
14. Historical	1 Inferior	1 1	1 8
	2 Medium	20 9	14 0
	3 Superior		1 2
15 Animal stories	1 Inferior	2 6	
	2 Medium	0 4	
	3 Superior		
Total		100 0	100 0
Number of novels		268	335

Such comparisons might well be invidious if they were made for any other reason than to compare the effects of parental influence with the effects of differences in the availability of publications. The contrast shows plainly that students in both communities have easy access to an abundant supply and a wide variety of publications. Apparently neither group reads what it reads because other sorts of reading matter are not available. So, differences between the reading patterns of Extown and Wytown students are better explained by differences in the influences of home and school than by differences in availability—excepting always the difference that Extown students have easier access to better books at home.

The outstanding fact is that the schools succeed so well in strengthening and extending the incentives toward better reading supplied by parents. Because the quality ratings of Wytown Seniors resemble those of Extown Seniors more closely than do those of their respective parents, we conclude that both schools are improving the quality of reading in their respective communities. The evidence is

TABLE 40
QUALITY OF FICTION READ BY HIGH-SCHOOL STUDENTS,
TEACHERS, AND PARENTS

MATURITY LEVELS OF FICTION-READING	SENIORS		HIGH-SCHOOL TEACHERS		PARENTS	
	Extown	Wytown	Extown	Wytown	Extown	Wytown
Inferior	23 4	42 8	*	17 4	22 0	46 1
Medium	41 7	46 8	*	65 2	62 8	47 3
Superior	34 9	10 4	*	17 4	15 2	6 6
Total	100 0	100 0		100 0	100 0	100 0
Number	525	726		114	347	214

* Insufficient data

the more impressive if we are correct in assuming that only the more book-minded parents reported. A highly selected group of parents would thus be compared with almost the entire body of high-school students. In Extown the quality of the Seniors' reading is conspicuously higher than that of their parents. The Seniors read about the same proportion of the "inferior" but over twice the proportion of the "superior" fiction that their parents read. In Wytown the students read a smaller proportion of the inferior fiction and a larger proportion of the superior fiction than their parents read.

The facts concerning differences in the quality of fiction

read as contained in Table 40 are the more important because most people read so much more fiction than nonfiction. The comparisons reflect high credit upon the schools. The foregoing analyses show that in so far as the availability of publications determines the sort of publications read, the school libraries are most responsible for the superior fiction read by high-school students; the public library comes next, and personal collections and friends third. Since the reading tastes of the communities analyzed are presumably not lower than those of other New York communities of comparable size, the facts concerning the typical distributing agencies as herein reported should help any community to estimate their relative educational values

Summary.—The last three chapters have indicated a considerable variation in the proportion of reputable publications supplied to different groups of readers by different distributing agencies.

For students, the school library is by all odds the most important source. For teachers, the personal library and public library are most important. As a source of books, parents in both communities make most use of personal libraries and friends, next in Wytown comes the public library, and next in Extown come "all other sources." The school library is negligible in both places and so are "all other sources" in Wytown, as sources of parents' books.

The less mature magazines read by high-school students come from the newsstands and from friends. Their less mature books come from friends and the public library. Since it is important for the school to direct students' reading away from trivial publications wherever found, it is necessary for the school and public library to co-operate in the interests of more economical and more intelligent book

selection. School and library co-operation is accordingly a topic we shall need to consider in further detail.

Co-operation between schools and the public libraries, however, has different meanings and different administrative implications in different communities. The previous chapters have shown that thanks to the publications supplied by commercial agencies in Extown and Wytown, and thanks more especially to the incentives supplied by the schools and the homes, the high-school students in these communities have easy access to important publications and read them in larger proportion each year beyond the ninth grade. But elsewhere it is often necessary for state authorities to stimulate the local supply of such publications. It is also necessary to lend supervisory assistance to communities whose homes supply the wrong sort of reading guidance and whose schools must accordingly adopt more vigorous measures to compensate. The administrative implications of such guidance programs raise another set of problems for further discussion.

Finally, there runs through the last three chapters an indication that the public library, where it exists, sometimes caters to a level of community taste in books which increases circulation among students and adults at the expense of several more important educational values. The state has an additional set of supervisory problems here indicated which also invite further consideration. Where public libraries do not exist, the problems of removing local indifference to their establishment are more serious still.

CHAPTER V

LIBRARY ORGANIZATION

TO DESCRIBE the organization of libraries at this point should help to suggest possible means of improvement. The description is not a survey of library conditions, either throughout the state or in the communities involved in the testing program. It considers merely the existing legislation and the educational implications of the several types of organization.

The Education Law as amended to July 1, 1936, empowers voters

when duly assembled in any district meeting to vote a tax for the establishment of a school library and the maintenance thereof, or for the support of any school library already owned by said district, and for the purchase of books therefor, and such sum as they may deem necessary for the purchase of a bookcase [art 7, sec 206, sub 10]

Thus, the Education Law makes the establishment of a school library permissive rather than mandatory, but the Regents' Rules, which have the force of law, are unequivocal on this point with respect to secondary schools. The rules enacted February 17, 1928, definitely state that junior high, middle high, and high schools shall have "approved apparatus and library" if they are to be admitted to the university (chap. 11, sec 20)

An additional section of the Education Law (art. 44, sec. 1135) should be noted, because this section has been made the basis for requiring a library in every school, whether elementary or secondary. It reads in part as follows:

The school library shall be a part of the school equipment and shall be kept in the school building at all times. Such library shall be devoted to the exclusive use of the school except as otherwise provided by the rules of the commissioner of education and except in a district where there is no free library, in which case such school library shall be a circulating library for the use of the residents of the district.

There are numerous provisions in the Education Law with respect to public libraries, the method of establishment being defined in article 44, section 1118. This section provides that a public library may be established (a) by majority vote at any election or at a meeting of electors of any county, city, village, town, school district, or other body authorized to levy and collect taxes; (b) by vote of the governing body of any of the foregoing agencies (such as the county board of supervisors, the city council, or village trustees).

Whenever twenty-five tax-payers shall so petition, the question of providing library facilities shall be voted on at the next election or meeting at which taxes may be voted, provided that due public notice of the proposed action shall have been given.

It is important to note that in both the Education Law and the Regents' Rules there is nothing to prevent school and public library from working together in the interests of greater effectiveness. As a matter of fact, there is nothing to prevent a single agency from providing both types of service, but for reasons shortly to be presented, such unified service is infrequent and likely to become even more so. Co-operation between school and public library is common throughout the state, although the two systems retain their respective autonomy. Successful methods of co-operation will later be described.

The tradition for school library and public library to develop independently is firmly established in the state. The principle behind this separation was set down perhaps

most forcefully by Melvil Dewey, former director of the state library, when that division included what is now the Library Extension Division and was thus the library-registering agency for the state. He wrote:

Long study and experience confirm the view often expressed in my previous reports that it is wiser to separate school and library interests as much as practicable. The public will secure better results from a given expenditure by having the library under its own board of trustees, who consider library and home education work the most important factor in education and give it a whole-souled devotion quite impossible to a school board trained by all its experience to consider the school education as the chief thing and the library as only incidental. The school and the library should work in the greatest harmony, but with neither subordinate to the other. Carrying out this principle, in the soundness of which we have increasing faith, it would probably be better to limit the use of the academic fund strictly to books treated as a part of the school equipment, like any other apparatus, and not allow it to be used for the purpose of building up what is really a public library.

Thus, he looked with disfavor on the school devoting any part of its funds to what is generally considered public-library service, and, on the other hand, the attitude has persisted that diversion of public-library funds to school-library purposes could only benefit school-library service at the expense of public-library service.

We have thus emphasized the basic philosophy of the state officials because it has so markedly influenced the direction of school-library development in New York. School- and public-library service are altogether separate in more than 90 per cent of the municipalities. This means independent quarters, funds, bookstock, personnel, and administration. We may state parenthetically that in our opinion Dewey's position is more dogmatic than necessary or than the facts warrant. There are numerous instances in the country (and in New York) where school and library

interests harmonize perfectly, not only in a co-operative relationship but as a legal entity. The few instances to which Dewey and his followers have been opposed are the public libraries under the direct control of the local boards of education, of which there are only six examples in the state.¹ Yet this separation does not preclude co-operative relationships between the two agencies.

In spite of the provisions of the Education Law cited above, the ideal of a library in every school is far from realization. Few elementary schools actually maintain separate library quarters, and the library provision is met by distributing the bookstock to the several classrooms. But the advantages of such a unit are evident to anyone visiting the school library. Aside from the obvious advantage in having books closer to the students, the library in the school permits early instruction in the use of books, in handling bibliographical tools, and in library routines and methods. Furthermore, it helps toward a large and varied bookstock, selected and organized to fit the curriculum. With the present emphasis on wide reading the school library is all but indispensable. From the standpoint of the public library, it may be said that increasing use of the school library to meet the schools' book requirements will improve the public library's services to the post-school and adult population. Evidence of this trend has appeared in several public libraries (e g , Rochester and New Rochelle) where a special person has been designed to work with "young adults."

The greatest hindrance to the rapid development of the school library is its cost. Many communities, especially in the rural regions, simply cannot support a special school

¹ See C. B. Joeckel, *The Government of the American Public Library* (Chicago University of Chicago Press, 1935), p. 126

library with the necessary personnel and bookstock. We shall shortly point out variations of the "library in every school" principle, and how they operate in certain communities.

The remainder of this chapter presents various methods of providing book and library service to students in New York schools. It should be remembered that local financial and geographical conditions often necessitate compromises between the ideal and the practicable.

Consider, for example, the situation in Albany. Here, as is generally true throughout the state, the school and public library are independent, and the public library makes little attempt to supply books for the schools. The school system consists of twenty-four elementary, two junior high, and two senior high schools. All the junior and senior high schools have libraries, but only two of the elementary schools. For the latter there is a trained school librarian who divides her time equally between the two schools. All of the elementary schools have classroom collections supplied by the Board of Education. These consist of reference and informational books, selected in terms of the curriculum. The public library and its branches supply reading matter of a more general sort and for recreation. The public library also maintains a traveling library service to schools more than three-quarters of a mile from any library branch.

In addition to the collections in the school libraries and classrooms, the school board provides at its central headquarters a small but growing collection of books, periodicals, clippings, pamphlets, etc., which are continually drawn upon to supplement the materials in the schools. These are organized into specific units (about one hundred now ready) and on request are sent direct to classrooms.

They are most useful in the lower grades. Finally, it is worth noting that a professional teachers' library, small but useful, is also in operation at board headquarters and is well patronized.

We have here an example of excellent school- and public-library co-operation, and a live program to bring books closer to the students. For the future there is projected a greater number of school libraries, like the two now in operation in the elementary schools and the four in the junior and senior high school. Unfortunately, many of the schools do not have proper buildings to accommodate such libraries. A still larger obstacle is the lack of funds to provide suitable personnel. The head of the school-library division hesitates to push school-library development until competent persons (trained both in educational and library techniques) are available.

This description of the Albany system may be supplemented by the method of providing library service in Schenectady. Here, too, the library is rapidly being developed as a standard unit in each school. As in Albany, the elementary-school library is always supplemented by small classroom collections, and these sometimes constitute the only books in the school. Students are assigned regularly (once a week) to the library, and here they are taught the use of books, periodicals, library catalogues, and the like by the school librarian. At the close of the period the students may withdraw an unlimited number of books for home use. Books in classrooms may also be taken home.

In Schenectady, too, at school-board headquarters there is a collection of books, somewhat larger than in Albany. This collection is used to supplement school-library collections, and, infrequently, the public library is also used as a

source for supplementary materials. Parenthetically it may be noted that in one of the elementary schools the public library maintains a branch, but its collection of books is poor and violates many principles of school-library organization.

Shortly after establishing its first elementary-school library, the Schenectady authorities undertook to evaluate it. The procedure involved considerable expense for books and equipment, required much of the children's time, and required the addition of a teacher-librarian. The test was devised to measure growth in reading ability.

For this study the seven-months period before the library was installed was compared with the same period after the library was in full operation. The records of 165 children were available. The median increase in reading age in the period before the installation of the library was six months, or one month less than the increase in chronological age. The median increase after the installation of the library was twelve months.²

The results may not be altogether conclusive, but they are highly suggestive.

The library in the school is especially hard to establish in the rural areas, where the schools themselves are weak. One successful expedient is the formation of the central rural-school district. A good example is afforded by Delmar, just outside of Albany. The Delmar public school has its library, organized and administered in accordance with curricular demands, and it supplies classroom collections to the entire school. But in addition to this it serves as the school library for six other elementary schools in the district. The students in each school are brought by bus once a month to the central school library where they are taught to use the library and borrow books for home-reading.

² W. L. Prince, "Books When They Count," *Survey*, LIX (January 15, 1928), 510.

The library is in charge of a trained teacher-librarian. The central high-school for the district has its own library, which of course serves the entire high-school population. There is no special library problem involved.

It is interesting to note the many variations in library organization throughout the state which involve a somewhat closer relationship between school and public library than is evident in the communities where the two are altogether distinct. First, there are the instances where the public library occupies quarters within the school building, but otherwise maintains strict autonomy. In other words, there are two library quarters in the same building, one for the school and the other for the public, and each is supervised by its own librarian. Such a situation prevails in the following communities.

Briarcliff	North Pelham
Crown Point (Union School)	Pearl River (High School)
East White Plains (Silver Lake)	Port Leyden
Islip (High School)	Rensselaerville (Union School)
Middleburg	

One's first reaction to these instances is to question the need for such wide independence, but the functions of the two libraries are usually quite distinct. The logical outcome is for the children's work to be concentrated in the school library and work with adults in the public library. Nevertheless, it would seem that for schools in general much could be gained by concentrating the ordering and technical preparation of books and avoiding the duplication of certain reference tools which are useful to both agencies. Beyond this, however, there is much question as to how far unification should proceed. Clearly the great proportion of the schools' bookstock is not well suited to adults. There is the additional difficulty of physical loca-

tion, since the library should be easily accessible to the general public. In spite of these arguments against unification, it may be said that too much autonomy (especially in the small community where funds do not provide either a satisfactory public or school library) may produce libraries which are too weak to be of much use for either function.

A second type of relationship between school and public library differs from the above only in that a branch of the public library, instead of the main library itself, is located in the school building. Examples of this arrangement are found in the following communities:

Albany—Pine Hill Branch (Elementary School)
 Binghamton—East Branch (Junior High School)
 West Branch (Junior High School)
 Elmira—Parley Coburn School Branch (Elementary School)
 Queensboro—Elementary Schools
 Rensselaer—Elementary Schools
 Schenectady—Elementary Schools
 Troy—Elementary Schools

We have already commented on the public library branch in the Schenectady school, and on its poor quality. The Pine Hill branch in Albany is far better. There is nothing inherently wrong about public-library branches in school buildings, and several of them have served adult readers well. The opportunity to increase the supply of available material argues for their wider adoption not as a substitute for the school library but as a supplement.

The case of Queensboro may be described in somewhat greater detail. In the Queensboro schools the public-library branch *is* the school library. The public library has agreed to provide the furniture and equipment, books, and personnel for the school libraries. It was able to do so because it had funds for the purpose and the school board did

not. It is hard to say how satisfactory this arrangement is. Certainly it is better for the school to have its own permanent librarian to develop the collection as the school librarians in Albany and Schenectady have developed theirs. It is claimed, further, that the public library has provided this service at the expense of satisfactory service to adults and that the school library should remain the responsibility of the school board. It seems likely that, failing a contract or other legal bond obligating the public library to provide the school library service, it will be discontinued. The school board must then carry on with its own funds, as in the other boroughs of New York City.

In Riverhead the school and public library have separate quarters in the same high-school building, but one individual acts as librarian for both. She receives one salary from the school board and another from the library board. This arrangement is reported as unsatisfactory, most of the librarian's time is given to the school, too little to the public library. A contrary situation prevails in Cornwall and Mount Upton, where public and school libraries exist in the same room, but have separate librarians. Here also public-library service has suffered, principally because of the poor location and inadequate bookstock. By another slight variation from this arrangement, the public and school libraries occupy the same quarters and are administered by a single person. This is found at Bridge-water (Central School), Farmingdale (High School), Ravenna (High School), Russell, and Webster. As in Riverhead, separate salaries are paid by school and library boards.

Many schools throughout the state do not have central school-library rooms, but serve as headquarters for the local public library. No active program of serving the

school, by developing book collections integrated with the curriculum or employing specialized personnel, is attempted; the school building merely provides the physical quarters for the public library, and the school library function is undertaken through the classroom collections. Public libraries in elementary school buildings may be found in the following communities:

Blauvelt	Nanuet
Canaan	Palenville
East Chatham	Pocantico Hills
Fluvanna	Riverhead (Roanoke School)
Glen Haven	Spragueville
Ghent	Tomkins Cove

There is, next, a group of communities where the school-library function is undertaken by the public library but without the actual establishment of a library within the school building. In some cases the service is considered good for the general public and good for the schools. The service to the schools is naturally more efficient when the library is located in and integrated with the school itself. Examples of communities where public- and school-library service is concentrated outside the school building are

Cambridge	Nunda
Chatham	Stamford
LeRoy	Warrensburg

There is only one municipality in the state where the secondary-school library is operated on contract by the public library—Oneonta. According to the director of the Library Extension Division, other communities have tried this arrangement in the past, but Oneonta has been the only instance where the contract arrangement has worked reasonably well. The school board contracts to pay a lump sum to the library board, in return for which the public

library employs a school librarian and is generally responsible for the service.

The tradition of independent school-library service in the state has discouraged wider adoption of the contract between school and public library. The system has much to commend it, especially where the independent school library is hard and often impossible to finance. We may therefore cite a satisfactory case of contract in Evanston, Illinois, which is quite possible under the present New York library laws, and makes for a healthy integration of school- and public-library service.

By a formal agreement between the school board and library board, the head of children's work in the Evanston Public Library is also head of library work in the public schools, and receives one-half her salary from each of the two boards. The school board also agrees to furnish a library room in each of the fourteen elementary schools in the community with necessary furniture and equipment. Each school has a librarian (either full or part time), two-thirds of the salary being paid by the school board and one-third by the library board. The librarians are selected by the school superintendent from a list of eligible candidates submitted by the head of the department of public-library work with children.

Books are purchased and prepared for use by the public library, the cost being borne in part by the school board. The amount contributed by the latter was originally set, somewhat arbitrarily, at one dollar per student. (Economic conditions later reduced this amount, but the service continued with the public library bearing the brunt of book costs.) Book selection for school use is a joint venture, with the school superintendent, the school librarian, teachers, and supervisor of children's work acting in co-opera-

tion. The public library regularly supplements the school collections from its own collections in the main building and branches.

Under this arrangement the school library is definitely a part of the teaching program. Classes are regularly assigned to the school library (once a week) and complete records of children's reading are maintained by the school librarians. The records are used for diagnostic and remedial work by the librarians and teachers. In addition to the main collection in each school library, small book collections are distributed to the classrooms for regular use. The books are loaned by teachers to the students for home use.

This type of organization makes for large circulation of books. During 1936 the total circulation to children in Evanston amounted to 399,089, all but 67,824 of the books being withdrawn from the elementary-school libraries. The total comprised 155,739 volumes of fiction and 243,350 of nonfiction. This arrangement does not differ greatly in function from that of independent school-library service. It has the great advantage of unifying the resources of the two agencies, thus increasing the book supply without sacrificing any attention to the curriculum.

On the basis of a contract agreement between the Buffalo school board and the public library, the latter now provides elementary-school library service throughout the entire city. The public library sends classroom collections to the schools. According to the Library Extension Division, the arrangement is not satisfactory. In the first place, many schoolteachers do not take advantage of the service and their classes thus have no contact with a wide collection of books. Secondly, the public library has no special competence to select books for the classrooms which

fit the curriculum. And in any event the small classroom collection is no satisfactory substitute for a real library. It is claimed, furthermore, that the contract now tends to retard the development of good elementary-school libraries. The situation in Syracuse is much the same, it is claimed that books sent to the schools are kept in locked cases. While such conditions are not inevitable under the contract agreement, they are a feeble substitute for the type of service provided in Albany and similar municipalities.

Several communities in the state provide both school and public libraries, but feel unable or unwilling to employ separate personnels for the two institutions. The result is that the librarian serves during part of the day in the school library, and during after-school hours, or in the evenings, as public librarian. This plan appears in the following communities:

Albion	Locust Valley
Berkshire	Moravia
Cincinnatus	Ovid
Clyde	Springville
Greenport	Unadilla
Interlaken	Whitesboro
Jordan	

We have noted various methods whereby public libraries provide school-library service, it should be noted also that in conformity with the provision of the Education Law (art. 44, sec. 1135), the school library serves as a public library in the following communities where there is no separate public library.

Baldwinsville	Mechanicsville
Kings Ferry	Phelps
Lyons	

What, now, may be said for the school-library situation in general in New York? First, with respect to book collections, two sources of information are available: the reports submitted to the Library Extension Division in 1935-36 and earlier, and the data pertaining to holdings collected by Miss Dora Smith in eleven selected communities. Both sources gave ample evidence of inadequate facilities. The supervisor of the Schools Division (in the Library Extension Division) summarized the situation in her report for 1935-36 as follows:

The need for book buying on a decidedly more generous scale is everywhere apparent. Except in a very few situations book collections are inadequate for school purposes. Even though changes in curriculum, changes in school objectives, and changes in method require rich and abundant supplies of reading materials, immediately at hand, and even though attractive, interesting reading materials well organized and administered are recognized as one of the most effective means of improving reading skill and of overcoming certain reading difficulties, yet in almost no schools are book collections adequate, and in hundreds of schools so few books are provided, or existing book collections are so nearly worn out by years of use without replacement, that the situation is woefully serious. In fact, in great numbers of schools there is no possibility of carrying out reasonably good programs until book collections are decidedly improved.

For New York City alone, the 1934-35 report of the supervisor stated:

School libraries in secondary schools in New York are not now satisfying the needs of the schools in library service, in book resources, in reading room facilities, in contribution to the curriculum. They have not kept the promise made by the accomplishments of the first few school libraries and librarians. They do not satisfy the standards generally recognized and accepted. They are not achieving the results which the great number of principals and librarians know should be attained.

Insufficient supervisory and administrative attention to the library needs of large schools, failure to employ a sufficient number of professionally trained school librarians, failure to provide library books and other printed materials in sufficient quantity and variety, failure to

provide library rooms adequate in size for use as book laboratories and reading centers, failure to sense the requirements imposed by the size of the city and the size of particular schools, and inadequate financial support, are probably responsible more than any other factors for the unsatisfactory conditions in the libraries of all of these schools

Miss Smith checked the holdings of eleven high-school libraries against a list of titles highly recommended for high-school students. There were 1,303 titles on the list, and the range in holdings for the eleven was 121-829 (9-64 per cent). There were only four libraries which held over half the titles, and six held less than a third. The complete record is shown in the accompanying table.

School	Number of Titles Held	Per Cent
Hudson	829	64
Kenmore	786	60
Watertown Sr	701	54
Bronxville	700	54
Cazenovia	543	42
Bridgewater	432	33
Frankfort	403	31
Watertown Jr	354	27
Lackawanna	354	27
Wells	210	16
Champlain	121	9

It is of course true that the libraries all held additional titles, many of which were undoubtedly useful, but, as the above quotations make clear, the libraries are generally weak. This situation in itself would not be so serious if other local sources like the public libraries were well supplied and could be depended upon to make up for the school libraries' deficiencies. Such, unfortunately, is not the case. Almost invariably the public library's holdings are still worse as measured by a standard list (i.e., the

Wytown Public Library, which is much better than the general run of village libraries in the state, held only 34 per cent of the titles on the list as compared with the school library's 60 per cent). Furthermore, public libraries are seldom as accessible to students as is the school library. Some improvement can be made by closer co-operation, but any fundamental improvement requires greater financial support either locally or by the state

A school library needs adequate personnel no less than it needs books. It needs a personnel competent not merely to supervise the administration of the library but prepared to help the instructional program, to teach the use of books and libraries, and to develop the library resources in close relation to the rest of the curriculum. The following general observation with respect to school-library personnel in the state is taken from the 1935-36 report of the School Libraries Supervisor of the Library Extension Division.

School librarians are not able to do all the work they should be doing either in reading guidance, informal library instruction, or record keeping, because their loads are too heavy. They do not have time to do adequately all the kinds of library work that are needed by the pupils and teachers of their schools. In the larger city schools additional librarians should be employed. It is not possible for one librarian to serve well as many as 1000, 1500, 1900, or 2000 pupils. One librarian for each 500 pupils in average daily attendance would be a more reasonable proportion and would give better assurance that the librarian's load was one which could be carried. In the smaller schools in which the librarians have one, two, three or four library periods with seven, six, five, or four teaching periods daily, the situation is even more serious. It is not possible for a school librarian to organize and administer a book collection, manage the reading room, suggest and provide materials for all subjects of the curriculum, demonstrate and supervise the use of reference tools, stimulate and guide reading in so little time. In schools in which the elementary and secondary departments are housed in one building—union schools, central schools and high schools in the smaller communities—the librarian, generally employed on the basis of high

school enrollment and with inadequate time for the needs of high school pupils, renders little or no service to the pupils and teachers in the elementary grades where the need for books and library service is so great

We close this chapter with a brief overview of the school-library situation in New York. In this summary the spotlight is played on "shortages," and it is largely in such terms that recommendations are proposed in the next chapter. This summary statement is taken from the Library Plan of the New York Library Association; it has been prepared by the head of the Department of Librarianship of the State College for Teachers at Albany, and is based on materials in the files of the Library Extension Division

In the great number of secondary schools in the state, book collections are provided and organized and library rooms are furnished and equipped. In the schools in which the enrollment is more than fifty, librarians with some amount of professional training for librarianship are provided. In the schools in which the secondary enrollment is less than fifty, the teacher of English serves as school librarian.

While many high school libraries are functioning effectively from the standpoint of the objective of the particular schools, there are a considerable number failing to supply the needed service and materials. Among the conditions which account for the inadequacies and lack of success are

1. Inability to employ properly trained school librarians who have sufficient time for library work, because of the small valuation of the districts, the small enrollments, and the small number of teachers employed

2. Failure to provide sufficient funds for buying books, periodicals and other library materials in quantity and variety sufficient for the needs of the schools

3. Failure to appreciate the need for books as materials of instruction and library service as a type of teaching on the part of many people in general, and of a small number of superintendents, principals, and boards of education

4. Inability to provide, or failure to understand the need for, library quarters in school buildings which will allow (a) for growth in school enrollment and (b) increased use of the library which results as children and teachers gain in ability to use books and libraries

5. Lack of information, experience or ability on the part of teachers and other librarians as to best means of working effectively through school libraries and librarians

6 Lack of information, experience or ability on the part of school librarians as to means of working effectively with and through superintendents, principals, teachers, and other librarians

It is of course impossible for us to say much about the validity of the indictments contained in this quotation. We believe, however, that it is useless to inveigh against inadequate facilities and to depend solely or primarily upon better financial support to bring about a substantial improvement. Obviously, more money will help, but it seems likely that the greatest improvement must come about through consolidation of inadequate school units and co-operation with other library agencies. Specific recommendations are proposed in the next chapter.

CHAPTER VI

ADMINISTRATIVE CONSIDERATIONS

THE problems involved in the encouragement and improvement of reading may be divided roughly into two categories. First, there are internal considerations—those concerned with producing improvements within the present framework of school- and public-library organization. Second, there are the problems involving basic changes in administrative relationships among the libraries of the state. We shall first consider the necessity for improvements in existing libraries, as suggested by the evidence in the foregoing chapters

We have noted that school libraries are largely handicapped by poorly trained and understaffed personnel. How to remove or reduce this handicap constitutes the first major problem. We therefore suggest the employment of additional school librarians in the larger schools, with more opportunity for library supervision by the school librarian in the smaller schools. Such changes would certainly advance the development and use of library materials. Another desirable step to the same end would be to strengthen the supervisory functions of the State Library Extension Division.

It would seem, also, that the regulations of the commissioner of education governing the employment and service of high-school librarians might well be reviewed in this connection. They now prescribe various levels of experience and training for school librarians, depending upon the size of the enrolment. It is more logical to suppose that

size of the school should determine the number of librarians needed, rather than their competence. The regulation concerning personnel beyond the required minimum provides that "a full-time assistant librarian shall be employed for each additional 1000 pupils." Following are examples of the regulations now in force:

A high school with an enrolment of not more than 100 pupils shall employ as school librarian a person who holds a school librarian's one-year certificate or one of higher grade. Such school librarian shall devote at least one school period each school day to school library work.

A high school with an enrolment of more than 300 and not more than 500 pupils shall employ as school librarian a person who holds a school librarian's three-year certificate or one of higher grade. Such school librarian shall devote at least one-half of each school day to school library work.

A high school with an enrolment of 1000 or more pupils shall employ as school librarian a person who holds a school librarian's permanent certificate. Such school librarian shall devote all of the school day to school library work.

The provision of better (and better-paid) personnel is of course most difficult in the large number of small schools, with their attendant scarcity of funds. The best hope of relieving their financial distress now appears to be the organization of central school districts (e.g., the Delmar high-school library described in the preceding chapter).

To improve present book collections is the second important problem. The central school district should help here also, since the weakness of present collections is mainly due to meager funds and is most conspicuous in the smaller schools. Every high school should have a good basic collection regularly supplemented by new and useful books, periodicals, and pamphlets. Recent years have reduced book budgets, and proportionally reduced the quality of library materials. In times of economic stress the library should expect to suffer with other departments of

the school, but economies at the expense of annual additions to the library always weaken it in geometric ratio. Books depreciate more rapidly than most other items of the school budget.

We cannot escape the fact that good libraries cost money. Given a good basic collection, how much should be spent annually to maintain it? Although the evidence is not conclusive, the figure generally given is one dollar per student in average daily attendance. In our opinion the figure should be set in terms of curricular needs, and differences in enrolment should merely determine the number of copies. If fifty titles are needed to teach a certain course, they are needed whether the students enrolled in that course be many or few. Studies to determine both the minimum book needs for specific courses and the minimum appropriation to supply the books for schools of different sizes are very urgently needed in most communities.

A third problem is to provide adequate physical facilities for the school library. In many schools, even the newer ones, the room is altogether too small to permit satisfactory use of its contents. Its dimensions were set by the earlier notion of the library as a place where books are stored. But unless the library makes publications easily available and can accommodate readers as well as books, its educational purpose is defeated. Insufficient space can be offset in some degree by keeping the library open at night, as in one of the Schenectady high schools, but such devices do not remove the serious obstacles which cramped quarters present to student readers. Wider recognition of this fact in the planning of all school buildings would greatly economize the efficient distribution of books from the central collection to the several schools, school libraries, classrooms, and individual readers.

Direct action with regard to the three problems stated would do much to improve the secondary-school libraries of the state. The improvement will not occur suddenly; but better personnel, more and better books, and larger space will inevitably help. That these problems have not yet been vigorously attacked is due partly to the recency with which school authorities have recognized the library's educational values. It is also and more seriously due to the financial stringencies under which so many school systems operate. It is thus necessary for the present to seek remedies which do not require more funds

The more obvious of such remedies is a closer relationship between school and public library. Indeed, entirely apart from the financial status of either of the two agencies, they must co-operate, not merely to save money, but to exercise an educational influence. The co-operation is sometimes formal and systematic, it is also secured by informal agreements. The most common practices are (1) the lending of books by one to the other and (2) supplying mutual aid in reference work and exchanging other books for special deposits in the public library or for classroom collections in the schools. By an agreement commonly made, the school library buys the books most closely related to the curriculum and the public library buys the extra-curricular and recreational materials. Many school classes visit the public library for instruction in the use of the library, and the public librarian often gives book talks to high-school classes. In general, both school and public librarians recognize the advantages of working together, and most of them do so in one or more ways.

Examples of co-operation are plentiful in the recent annual reports of the public libraries of New York. The following are taken at random:

- Andover* —The library was visited by the school children accompanied by their teachers. Groups of children's new books were arranged for their inspection.
- Antwerp* —During the past year the acting librarian cooperated with the local school in Book Week projects.
- Cooperstown* —Rural school teachers borrow as many volumes as they wish for their pupils.
- Cuba* —We send approximately ten books each month to each of the rural schools in the vicinity. We also exchange with the high-school library and use our reference department to make up reading lists for high school teachers.
- Delhi* —Regular instruction in the proposed library course for the seventh and eighth grades has been given to the pupils of the village school by the librarian and assistant librarian.
- Ithaca (Tompkins County Library)* —The book trucks visit 119 school stations regularly. Six of the schools are just outside the county, but they have Tompkins County pupils attending them.
- New Rochelle* —A new department for work with high school students has been established. Lists are checked, and the necessary books are ordered and placed at the students' disposal. Book talks and talks about the work of the new department have been given in several schools.
- Schenectady* —In cooperation with the public library, teachers of the upper grades in public and parochial schools and of the night school courses in Americanization have brought their classes to the main building for a description of its various collections and instruction in their use.

Quite often school and public library plan jointly to avoid duplicating materials such as reference tools and bibliographical equipment, which are so expensive or so seldom used that a single copy is enough for the community. The public libraries of Westchester County checked a list of 251 reference titles to show which ones they held. The list, together with a chart showing which libraries held each title, was then distributed to the public and school libraries of the county. It promises to extend the utility of the tools themselves and also to reduce unnecessary and costly duplication. This type of project deserves to be adopted elsewhere and may include other

forms of literature than reference books. Union catalogues are highly important to scholars, and should be useful also in the field of popular literature.

The need for co-operation is greatest in the rural areas. The consolidated school district (cf. Delmar) should stimulate co-operation. But there must still remain many one- and two-room schools, whose best chance to obtain library service is by contract with a neighboring community able and willing to share its collections, or, more frequently, by help from the State Library Extension Division. For such purposes the division maintains its Traveling Libraries Department, which has suffered recently from inadequate funds. Until such time as the rural areas are so consolidated as to support a higher type of book service locally, the Traveling Libraries Department must remain their best hope. Books will not supplant a well-organized school system, nor traveling library collections the absence of a good library, but the State Education Department through its State Library and Library Extension Division helps to some extent to make up for the deficiency.

Another remedy for present inadequacies is to establish regional depots or deposit collections throughout the state, upon which neighboring school and public libraries might draw. In effect, this simply extends the principle of the general collection which boards of education sometimes maintain to serve all the schools in a single community (e.g., Schenectady). It is interesting to visualize a series of such depots operating under the aegis of the Library Extension Division as the regulating and co-ordinating agent. The plan has much to commend it, and it has fully demonstrated its economy and effectiveness in California with respect to public-library service. To what extent it would meet conditions peculiar to New York can only be surmised.

It should be emphasized that we are not advocating the intrusion of the state to relieve individual communities or regions from the necessity of providing school or public-library service, we are simply suggesting a role which the state might play to facilitate and encourage adequate provision of library service locally. The foregoing suggestions are applicable generally and are based largely on the material presented in the preceding chapter. They do not, of course, apply with equal force everywhere. Nevertheless, few libraries are so good that they cannot be made better, and none should be excluded from considerations looking to general library improvement in the state. The sources of reading matter in Extown and Wytown suggest that no program of state aid for libraries should be based simply on the adequacy of the local library, but should consider also the other local sources of supply. Communities like Wytown should, in the interest of equalized educational opportunity, receive a greater degree of state aid, if any, than Extown receives, simply because the need is greater.

It was shown in chapter 11 that both school and public library supply more books and magazines to older than to younger students when both libraries are well equipped. This increase in use with age is partly explained by the increasing demands of the curriculum. It also reflects the progressive elimination of the weaker students, who tend to read less. But all students read more and better literature than they will read when they leave school or or college. The last two high-school years are generally the years of heaviest reading. School and public library have then their greatest opportunity to develop an enduring interest. Librarians complain that many high-school graduates are "lost" as library users. To capitalize interest in reading at its peak, book collections and reading guidance

should be organized to this end. A follow-up study would be useful to determine how far high-school students in communities like Extown and Wytown continue to use the public library after leaving school. With school library service so well organized, one might expect school library habits to increase their use of the public library.

The data show further that school requirements motivate much of what any community reads. The public library as well as the school library is directly affected by what the schools teach. The reading not so affected is mostly of lower quality. Much of this is good for non-academic reasons, but the need for guidance by teacher and librarian is manifest in the large consumption of trash. Such guidance is more likely to yield a lively and abiding interest in authentic and readable literature than any other single factor beyond the mere accessibility of what is read.

We have also noted an improvement in the quality of students' reading with age. In both Extown and Wytown the proportion of the more trivial types of literature shows a steady decrease, but the decrease might be larger if it commenced before the ninth grade. Undoubtedly the most important factor in the decrease of juvenile reading is the curriculum. We have argued that the attainment of higher qualitative levels in reading indicates the extent to which education has taken hold. Directly related to the attainment is the adequacy of the school library. We accordingly emphasize the desirability of library service to the elementary school. The principal reasons for neglect of elementary school libraries are not pedagogical but economic. In the absence of school libraries, the public library (where it exists) is frequently used by elementary school children for cheap adventure serials that defeat the school's efforts to develop more respectable tastes. Reading, as such, has small virtue beyond the point where children have learned

to read. Thereafter the virtue consists in the substance and quality of what is read, which means the substance and quality of the publications within the students' easy reach.

In the light of this statement it is pertinent to refer to the evidence representing the distribution of "immature" literature to students, in Extown and Wytown, as in Table 17. In Extown about 42 per cent of such material came from the public library, and in Wytown the percentage was 53. The respective proportions for the school libraries were 12 and 20. The prominence of the public library as a source of "immature" fiction should be of some concern. Librarians themselves usually deplore it but claim that such reading is but a step toward a higher type of reading. The evidence of such progression is dubious. The term "immature" is, of course, relative, and the titles placed in this category are not all cheap, sentimental, or trivial. But many of the titles are just that, and the public library might well consider the substitution of sterner stuff. Financial aid from the state should thus consider both the values of the publications selected and the soundness of its general policies.¹

Despite the importance of what can be done without additional funds, we are convinced of the necessity for better financial support of both school and public libraries. Their position as essential parts of the state educational system is clearly evident in both their formal and informal activities. Though the state recognizes the validity of their claim to financial aid, the amounts provided are negligible, especially the amounts to public libraries. Arti-

¹ The use of the term "immature" throughout this report may easily be misunderstood. It should be noted that actually public libraries do discriminate in their choice of fiction, probably no more than 20 per cent of all fiction titles published in any year are added to most library collections. We are here inveighing against libraries which overdo the lighter types of fiction.

cle 1133 of the Education Law, providing for grants to libraries, reads as follows:

Such sum as shall have been appropriated by the legislature for grants to libraries shall be paid annually by the treasurer, on the warrant of the comptroller, from the income of the United States Deposit Fund, according to an apportionment to be made by the regents for the benefit of free libraries in accordance with regents' rules and authenticated by their seal, provided that none of such sum shall be spent for books except those approved or selected and furnished by the regents, that from such sum each free circulating library complying with regents' requirements shall receive an apportionment of one hundred dollars annually except that no library shall receive an amount greater than that provided for the same purpose from local sources, that for any part of the apportionment not payable directly to the library trustees the regents shall file with the comptroller proper vouchers showing that it has been spent in accordance with law for books for free libraries or for proper expenses incurred for their benefit, and that books paid for by the state shall be subject to return to the regents whenever a library shall neglect or refuse to conform to the ordinance under which it secured them

The regents have further ruled (sec. 177) that "apportionments may be made to a registered branch library containing not less than 1000 volumes." A maximum amount of \$100 is specified for a library and for each of its branches. No library, regardless of how great its needs may be, can legally receive more than this from the state. Also, no library may receive even \$100 if it fail to match that amount from local funds.

The whole question of state aid to public libraries should be reviewed thoroughly, and aid should be given on a much more carefully developed basis than now exists. Obviously, the maximum of \$100 affords small help to any but the weakest libraries, yet the total outlay of funds is considerable. If the entire sum were granted to communities eager but unable to establish new libraries, it might accomplish results of real value. State aid should be considered not as a bonus or premium but as a grant to enable

a library to carry forward a definite educational program at all age levels. The regents might well make sure that each library has conceived such a program, as shown by its plans for personnel, bookstock, and general administration; and that the program is made the basis for financial appeals to the state. The well-favored communities supply educational services of a sort which are beyond the poorer rural areas, and we believe the state is obliged to equalize the opportunity in some measure.

At the same time, however, we would urge careful study of library administrative units in the state to the end of unifying many contiguous libraries. We also urge attention to the local possibilities of the county library (as provided in art. 1118[6] of the Education Law) for the relief of political units whose revenue from taxation is too small to support a public or school library in the taxable area. The present population of such areas in the state numbers about 1,500,000, of whom some 850,000 live in rural districts.

Some values of the public library as a means of adult or social education are implied in its use by parents and teachers. In communities like Wytown the public library supplies far more good books to adults than does any other source. It therefore should be given every opportunity to develop in this direction, which may not be the direction leading to closer relations with the public schools. Yet school-housed, public-library branches are found throughout the state, and the evidence shows that they serve adults as successfully as children. The small number of such branches is largely explained by lack of funds.

New York ranks high among the states in the proportion of its population which has access to some form of local library service. The unserved and poorly served areas supply the more important problems to be met.

CHAPTER VII

RECOMMENDATIONS

IT IS recommended (1) that all the sections of the several divisional reports to the Regents' Inquiry which concern the library as an educational institution be brought together and considered as a unit. We strongly approve the administrative decision to have "the library" examined separately by a number of educational authorities respectively concerned with its values to elementary, secondary, higher, and adult education. But we believe there are many administrative problems common to libraries at each of these levels and that the problems can be more clearly defined if the library sections are interrelated and combined.

2. It is recommended that school districts which at present are too small to support even one full-time school librarian and an adequate supply of books be increased to the size which will provide such support. It is impossible at present and probably useless to state how large a school district should be to support an adequate school library. We do not believe in any arbitrary amount per student enrolled or in any specified percentage of total educational expenditure (often set by librarians as 1 per cent). The proper cost depends essentially upon the curriculum, the size of the student body, and the availability of other satisfactory sources of books, periodicals, pamphlets, and other useful print. The basic principle which we fully indorse is that every school should have library service, both elementary and secondary schools, and the size of the school

district must depend upon factors irrelevant to the library. The co-operative schemes described in chapter v suggest many of the larger benefits obtainable from one good library which serves several schools, if need be, as against several smaller and grossly inadequate libraries in the same area. We have accordingly stressed library co-operation as the direction in which a given amount of effort should yield largest returns.

3. It is recommended that the benefits of public library service to students, and to adults as well, be extended by the establishment of regional depositories. Such depositories should be regulated and administered by the State Library Extension Division or by local representatives of that division. The existing permissive legislation toward the establishment of public libraries has established as many as it is likely to establish for many years to come. Yet some million and a half residents in the state have no public libraries in the political areas governed by their taxation. To provide public libraries for this important fraction of the population, it is essential that regents' regulations for the establishment of regional collections be mandatory.

4. It is recommended that the State Library Extension Division be encouraged, by every means available to the Board of Regents, to develop its present program. We find its personnel competent, its policies sound, and its resources—in personnel, books, and money—inadequate. It is particularly important that the division be strengthened to the extent that will enable it to stimulate and supervise evaluations of library service, by local school and library officials where possible, and by members of the division at Albany where necessary. Such supervision should apply both to school and to public libraries in the

interests of closer co-operation, and, of course, should be extended to aid the larger libraries (in communities of 30,000 and over) which at present receive insufficient help from the division.

5. It is recommended that a long-term study be authorized for the purpose of devising a more equitable basis than the present basis for money grants to public libraries from the United States Deposit Fund. Representatives of the State Library Extension Division who are acquainted with both the relative financial needs of the public libraries and with the faults of the present system should be commissioned to undertake the study together with other New York librarians under the direction of a specialist in public administration. Funds should be provided to cover the necessary clerical and statistical labor

6. It is finally recommended that a study be authorized to develop a satisfactory basis for the redistricting of public-library areas. The enlargement of local population units to a size sufficient to maintain a proper public library and the extension of the state-library collection at Albany to supply the local libraries with books should be complementary and inversely proportional. That is, sufficient enlargement of the local units would require less downward extension of the state library to meet the local units. Plans for both should be developed by the same authorities at the same time. No specific suggestions regarding the optimum size of local districts or of state regions can be valid in advance of the facts which the proposed study would assemble and interpret.

APPENDIX A

NEW YORK REGENTS' INQUIRY

HIGH SCHOOL STUDENTS' RECORD OF BOOK AND MAGAZINE READING

From _____ to _____ 1937
 Name _____
 Grade _____
 Sex Male _____ Female _____

The purpose of this record is to show what books and magazines you read (in school and out) and especially *where you get your books and magazines*

- 1 Please list each book you read each day, by author and title, but do not list the same book more than once, and do not list textbooks that are used regularly in your school courses
- 2 Then check in the fourth column the books you have actually finished since beginning this record, even though you may have started the book long before
- 3 Then say in the space to the right where you got each book—whether from the school library, public library, rental library, your home, a friend, a bookstore, or some other source
- 4 Then do the same for magazines—note down the title, check the column if you read the *entire* copy of the magazine, and say where you got it—at home, from a newsstand, from a drug store, from a friend, from the school library, public library, or wherever

This record has nothing whatever to do with your school standing, in fact, the records will be examined in Chicago. But we are very eager to know *all* of the books and magazines you read during the period covered by the record

Date	Author (of Books Only)	Title (of Books and Magazines)	Check Here if Read in Full	Write Here Where You Got It

TEACHERS AND PARENTS SOURCES OF BOOKS AND MAGAZINES OBTAINED¹

From to. 1937

Name (optional)....

Business or Profession

An official study of public schools and libraries is now going on in New York. One part of this study consists of finding out something about the places where teachers and parents of school children get their books and magazines. For this Extown and Wytown have been especially chosen.

We are therefore asking all public school teachers in both communities and both parents of high school students to fill out this form. It is very simple, all we are asking for is a list of the books and magazines you have obtained in the past week from any of the places named below. Opposite any book obtained from a public library, write the name of the public library or library branch.

		OBTAINED FROM SOURCES CHECKED BELOW								
AUTHOR BOOKS ONLY	TITLE BOOKS AND MAGAZINES	School Library	Public Library	Personal Library	Friends	Subscription	Book Stores	Rental Libraries	Newsstands	Other Sources

¹ Concerning school libraries and public libraries

APPENDIX B

SUPPLEMENTARY TABLES

NUMBER AND PERCENTAGE OF STUDENTS OBTAINING DIFFERENT NUMBERS OF MAGAZINES FROM EACH SOURCE*

EXTOWN AND WYTOWN COMBINED

NUMBER OF MAGAZINES	SCHOOL LIBRARY		PUBLIC LIBRARY		PERSONAL LIBRARY		FRIENDS		SUBSCRIPTIONS		BOOKSTORES		RENTAL AND NEWSSTANDS		OTHER SOURCES	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	311	59.5	116	64.8	248	25.9	210	57.2	152	42.6	20	46.3	111	53.5	153	50.9
2	106	20.2	40	22.4	216	22.6	84	22.9	82	23.0	18	30.0	51	24.2	72	23.9
3	55	10.5	7	3.9	191	20.0	37	10.1	57	16.0	3	5.0	23	10.9	38	12.6
4	27	5.2	4	2.2	122	12.7	15	4.1	32	8.9	4	6.7	110	4.7	19	6.3
5	11	2.1	2	1.1	70	7.3	10	2.7	19	5.3	3	5.0	5	2.4	10	3.3
6 and over	13	2.5	10	5.6	110	11.5	11	3.0	15	4.2	3	5.0	6	4.3	9	3.0
Total	523	100.0	179	100.0	957	100.0	367	100.0	357	100.0	60	100.0	211	100.0	301	100.0

* See Table 4. This table and the other tables of Appendix B are read as follows. The number 311 in the first column under "School Library" means that 311 different pupils obtained one magazine from the school library. The percentage to the right of the number means that the 311 pupils constitute 59.5 per cent of all the students drawing some magazines from the school library. The actual numbers are shown in Table 4.

NUMBER AND PERCENTAGE OF STUDENTS OBTAINING DIFFERENT NUMBERS OF MAGAZINES FROM EACH SOURCE*

EXTOWN

NUMBER OF MAGAZINES	SCHOOL LIBRARY		PUBLIC LIBRARY		PERSONAL LIBRARY		FRIENDS		SUBSCRIPTIONS		BOOKSTORES		RENTAL AND NEWSSTANDS		OTHER SOURCES	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	54	56.2	16	88.9	36	17.9	40	65.6	30	28.6	4	44.5	43	43.9	24	54.5
2	29	30.2	2	11.1	43	21.4	12	19.7	22	20.9	3	33.3	29	29.4	11	25.0
3	8	8.3			41	20.4	6	9.8	23	21.9			9	9.2	3	6.8
4	3	3.1			31	15.4	3	4.9	13	12.4			7	7.2	2	4.6
5	1	1.1			14	7.0			7	6.7			3	3.1	1	2.3
6 and over	1	1.1			36	17.9			10	9.5	2	22.2	7	7.2	3	6.8
Total	96	100.0	18	100.0	201	100.0	61	100.0	105	100.0	9	100.0	98	100.0	44	100.0

* See Table 4

NUMBER AND PERCENTAGE OF STUDENTS OBTAINING DIFFERENT NUMBERS OF MAGAZINES FROM EACH SOURCE*

WYTOWN

NUMBER OF MAGAZINES	SCHOOL LIBRARY		PUBLIC LIBRARY		PERSONAL LIBRARY		FRIENDS		SUBSCRIPTIONS		BOOKSTORES		RENTAL AND NEWSSTANDS		OTHER SOURCES	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	257	60.2	100	62.1	212	28.1	170	55.6	122	48.4	25	40.0	70	61.9	129	50.2
2	77	18.0	38	23.6	173	22.9	72	23.5	60	23.8	15	20.4	22	10.5	61	23.8
3	47	11.0	7	4.4	150	19.8	31	10.1	34	13.5	3	5.9	14	12.4	35	13.6
4	24	5.6	4	2.5	91	12.0	12	1.9	14	7.5	4	7.8	3	2.6	17	6.6
5	10	2.4	2	1.2	56	7.4	10	3.3	12	4.8	3	5.9	2	1.8	9	3.5
6 and over	12	2.8	10	6.2	74	9.8	11	3.6	5	2.0	1	2.0	2	1.8	6	2.3
Total	427	100.0	161	100.0	756	100.0	306	100.0	252	100.0	51	100.0	113	100.0	257	100.0

* See Table 4

NUMBER AND PERCENTAGE OF STUDENTS OBTAINING DIFFERENT NUMBERS OF BOOKS FROM EACH SOURCE*

EXTOWN AND WYTOWN COMBINED

NUMBER OF BOOKS	SCHOOL LIBRARY		PUBLIC LIBRARY		PERSONAL LIBRARY		FRIENDS		BOOKSTORES		RENTAL AND NEWSSTANDS		OTHER SOURCES	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	584	43.0	309	44.7	320	60.0	186	71.5	10	66.7	16	62.6	13	50.5
2	399	29.4	166	24.0	117	21.9	62	23.8	11	24.4	3	13.0	5	12.2
3	198	14.6	101	14.6	53	9.9	8	3.1	3	6.7	4	17.4	2	4.9
4	97	7.1	56	8.1	24	4.5	1	0.4	1	2.2			1	2.4
5	37	2.7	22	3.2	8	1.5	2	0.8						
6 and over	43	3.2	37	5.4	12	2.2	1	0.4						
Total	1,358	100.0	691	100.0	534	100.0	260	100.0	45	100.0	23	100.0	41	100.0

* See Table 4

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NUMBER AND PERCENTAGE OF STUDENTS OBTAINING DIFFERENT NUMBERS OF BOOKS FROM EACH SOURCE*

EXTOWN

NUMBER OF BOOKS	SCHOOL LIBRARY		PUBLIC LIBRARY		PERSONAL LIBRARY		FRIENDS		BOOKSTORES		RENTAL AND NEWSSTANDS		OTHER SOURCES	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	102	56.4	77	51.6	96	56.7	43	63.2	10	58.8	6	60.0	8	80.0
2	45	24.9	36	24.2	40	23.7	21	30.9	6	35.3	2	20.0	1	10.0
3	20	11.0	17	11.4	17	10.1	3	4.4	1	5.9	2	20.0	1	10.0
4	8	4.4	5	3.4	7	4.1	1	1.5						
5	2	1.1	5	3.4	5	3.0								
6 and over	4	2.2	9	6.0	4	2.4								
Total	181	100.0	149	100.0	169	100.0	64	100.0	17	100.0	10	100.0	10	100.0

* See Table 4

NUMBER AND PERCENTAGE OF STUDENTS OBTAINING DIFFERENT NUMBERS OF BOOKS FROM EACH SOURCE*

WYOMING

NUMBER OF BOOKS	SCHOOL LIBRARY		PUBLIC LIBRARY		PERSONAL LIBRARY		FRIENDS		BOOKSTORES		RENTAL AND NEWSSTANDS		OTHER SOURCES	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	482	41.0	232	42.8	224	61.5	143	74.5	20	71.4	10	76.9	25	80.7
2	354	30.0	130	24.0	77	21.1	41	21.4	5	17.9	1	7.7	4	12.9
3	178	15.1	84	15.5	36	9.9	5	2.6	2	7.1	2	15.4	1	3.2
4	59	7.6	51	9.4	17	4.7			1	3.6			1	3.2
5	35	3.0	17	3.1	3	0.8	2	1.0						
6 and over	30	3.1	28	5.2	8	2.2	1	0.5						
Total	1,177	100.0	542	100.0	365	100.0	192	100.0	25	100.0	13	100.0	31	100.0

* See Table 4

APPENDIX C

CATEGORIES USED TO CLASSIFY MAGAZINES WITH EXAMPLES

- | | |
|---|---|
| 1 <i>Adventure and Western</i>
Doc Savage
G-Men
Sky Fighters | 9 <i>Health</i>
Hygeia
Physical Culture |
| 2 <i>Business, Commerce, and Finance</i>
Business Week
Nation's Business | 10 <i>Hobbies</i>
Camera
Leisure
Stamps
Model Craftsman |
| 3 <i>Detective and Mystery</i>
Detective Story Magazine
True Detective Mysteries | 11 <i>Humorous</i>
Judge
Punch |
| 4 <i>Elite and Smart</i>
Coronet
Esquire
New Yorker
Town and Country | 12 <i>Juvenile</i>
American Boy, American Girl
Child Life
Open Road for Boys
Scholastic |
| 5 <i>Farm</i>
Country Gentleman
Farm Journal | 13 <i>Liberal, Radical, and Peace</i>
Nation
New Masses
New Republic
Peace Action |
| 6 <i>Fine Arts</i> (except trades and professions)
American Magazine of Art
Arts and Decoration
Etude
Stage | 14 <i>Literary Criticism</i>
New York Times Book Review
Saturday Review of Literature |
| 7 <i>Fraternal, Club, and Alumni</i>
American Legion Monthly
Kiwanis Magazine | 15 <i>Local</i> |
| 8 <i>Foreign Language</i>
L'Illustration
Die Woche | 16 <i>Monthly Miscellanies</i> (mediocre)
American Magazine
Cosmopolitan
Redbook |

- | | |
|---|---|
| <p>17 <i>Monthly and Quarterly Reviews</i>
 Current History
 Foreign Affairs
 Fortune
 Forum, Century
 Yale Review</p> <p>18 <i>Motion Picture</i>
 Movie Mirror
 Photoplay
 Silver Screen</p> <p>19 <i>Parents', Women's, and Home</i>
 American Home
 Good Housekeeping
 Harper's Bazaar
 House and Garden
 Ladies' Home Journal
 Parents
 Pictorial Review
 Woman's Home Companion</p> <p>20 <i>Popular Science and Mechanics</i>
 Aero Digest
 Current Science
 Popular Science
 Scientific American</p> <p>21 <i>Professional</i>
 Architectural Record
 Journal of the A M A
 Journal of the N E A
 Writer's Digest</p> <p>22 <i>Quality</i>
 Atlantic Monthly
 Harper's
 Scribner's</p> <p>23 <i>Radio</i>
 QST
 Radio Guide
 Short Wave Craft</p> | <p>24 <i>Racial and National</i>
 American-German Review
 American Jewish World
 The Crisis
 Sentinel</p> <p>25 <i>Digests</i>
 New Current Digest
 Reader's Digest
 World Digest</p> <p>26 <i>Religion</i>
 Christian Century
 Commonweal</p> <p>27 <i>Sports and Outdoors</i>
 American Horseman
 Baseball Magazine
 Field and Stream
 Yachting</p> <p>28 <i>Trades</i>
 Aviation
 Inland Printer
 Motor</p> <p>29 <i>Travel and Foreign Lands</i>
 Asia
 National Geographic
 Travel</p> <p>30 <i>True Stories and Love</i>
 Screen Romances
 True Story Magazine
 True Confessions</p> <p>31 <i>Weekly Miscellanies</i>
 Collier's
 Liberty
 Saturday Evening Post</p> <p>32 <i>Weekly News</i>
 Literary Digest
 News-Week
 Time</p> |
|---|---|

APPENDIX D

CLASSIFICATION OF FICTION BOOKS BY SUBJECT AND QUALITY, WITH REPRESENTATIVE AUTHORS*

- | | |
|--|---|
| <p>1 <i>Detective</i></p> <p>(1) E Phillips Oppenheim</p> <p>(2) S S Van Dyne or
Wilkie Collins</p> <p>(3) Dorothy Sayers</p> | <p>7 <i>Character</i></p> <p>(1) Janet Ayer Fairbank</p> <p>(2) Honoré de Balzac or
Charles Dickens</p> <p>(3) Romain Rolland</p> |
| <p>2 <i>Adventure</i></p> <p>(1) Zane Grey</p> <p>(2) Nordhoff and Hall</p> <p>(3) Robert L Stevenson</p> | <p>8 <i>Family</i></p> <p>(1) Bess Streeter Aldrich</p> <p>(2) Mazo de la Roche</p> <p>(3) John Galsworthy</p> |
| <p>3 <i>Romance and Glamour</i></p> <p>(1) Kathleen Norris</p> <p>(2) Edna Ferber</p> <p>(3) Charlotte Bronte</p> | <p>9 <i>Psychological</i></p> <p>(1) No authors listed</p> <p>(2) Susan Glaspell</p> <p>(3) Blasco-Ibañez or
Henry James</p> |
| <p>4 <i>"Cheerful" and School Stories</i></p> <p>(1) L M Montgomery</p> <p>(2) Louisa M Alcott</p> <p>(3) No authors listed</p> | <p>10 <i>Philosophical Problems</i></p> <p>(1) Lloyd Douglas</p> <p>(2) James Hilton or
Dorothy Canfield Fisher</p> <p>(3) Samuel Butler or
Thomas Hardy</p> |
| <p>5 <i>Humorous</i></p> <p>(1) Octavus Roy Cohen</p> <p>(2) P G Wodehouse</p> <p>(3) Mark Twain</p> | <p>11 <i>Social and Political Problems</i></p> <p>(1) Harriet Beecher Stowe</p> <p>(2) A Hamilton Gibbs or
Charles Norris</p> <p>(3) Maxim Gorki or
Emile Zola or
Tolstoi</p> |
| <p>6 <i>Satiric</i></p> <p>(1) Tiffany Thayer</p> <p>(2) John Erskine or
Rose Macaulay</p> <p>(3) Miguel Cervantes or
Jonathan Swift</p> | |

* (1) inferior, (2) medium, (3) superior.

12 *Special Groups*

- (1) Felix Salten or
Jack London
- (2) Oliver La Farge
- (3) No authors listed

13 *Setting*

- (1) Will James
- (2) George W. Cable or
Alice T. Hobart
- (3) Willa Cather or
B. Bjornson

14 *Historical*

- (1) Thomas N. Page or
Honoré Willsie Morrow

- (2) Margaret Mitchell or
Bulwer-Lytton

- (3) Lion Feuchtwanger or
Henryk Sienkiewicz

15 *Animal Stories*

- (1) Jack London or
Anna Sewell
- (2) Hal Everts
- (3) No authors listed

16 *Short Stories*

- O. Henry

17 *Horror*

- Hugh Walpole or
Bram Stoker

APPENDIX E

SUMMARY OF READINGS BY ELEMENTARY- SCHOOL TEACHERS IN FORTY-TWO NEW YORK COMMUNITIES*

ITEM	GRADE							
	I	II	III	IV	V	VI	Unc	Total
Magazines	7 0	6 8	7 2	7 0	7 1	6 9	7 7	7 1
Books	6 09	5 51	5 59	5 89	5 45	6 92	6 81	6 12
Newspapers	1 45	1 45	1 65	1 55	1 77	1 66	1 56	1 6

* Shown by courtesy of Howard E. Wilson, for comparison with and extension of data in chap. III.

MAGAZINES REPORTED

MAGAZINES	GRADIS							
	I	II	III	IV	V	VI	Unc	Total
New York Educational Journal	34	18	39	40	50	50	47	298
Grades Teacher	36	15	38	40	37	29	10	225
N E A Journal	19	20	24	22	29	25	25	164
Normal Instructor	21	20	25	20	29	23	11	149
Instructor	10	11	12	24	11	16	4	88
Child Life	13	9	8	5	9	6	6	56
Progressive Education	5	8	12	8	10	7	3	53
School Arts	3	8	2	7	7	2	1	30
Parents	6	5	5	1	4	3	4	28
American Childhood	10	9	3	1	1	2	1	27
Child Activity	9	5	6	0	1	1	0	22
Parent-Teacher	3	0	1	2	6	1	1	14

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MAGAZINES REPORTED—*Continued*

MAGAZINES	GRADES							
	I	II	III	IV	V	VI	Unc	Total
Reader's Digest	43	42	42	58	58	59	59	361
National Geographic	16	8	18	38	33	38	32	183
Time	18	10	13	18	24	33	25	141
Literary Digest	12	14	11	23	21	27	26	134
Better Homes and Gardens	7	6	5	3	12	3	9	45
Atlantic	3	3	4	5	11	8	8	42
Harper's	3	4	5	6	5	6	8	37
Nature	5	2	5	5	6	9	3	35
Travel	2	3	1	7	3	5	4	28
Current Events	0	0	2	2	1	6	14	25
Current History	2	2	0	2	1	2	12	21
Fortune	1	3	3	4	1	1	7	20
Nation	0	2	1	1	1	2	4	11
Social Studies	0	1	0	0	1	1	8	11
Forum	0	0	0	2	0	3	4	9
Today	0	0	1	1	1	0	2	5
Good Housekeeping	26	19	20	23	27	31	26	172
American	17	15	15	27	18	21	20	133
Ladies Home Journal	12	7	14	13	17	14	12	89
Saturday Evening Post	4	8	9	13	13	18	17	82
Woman's Home Companion	12	9	9	13	13	11	13	80
McCall's	8	6	11	12	14	13	13	77
Collier's	7	4	11	4	14	11	9	60
Cosmopolitan	8	6	4	9	6	8	9	50
American Home	4	5	4	5	9	4	9	40
Pictorial Review	3	3	5	5	0	1	3	20
Delineator	1	0	5	5	0	2	7	20
Vogue	2	1	4	6	3	1	1	18
Miscellaneous*	48	46	64	66	98	74	97	493
Total teachers	62	58	64	79	84	83	74	504
Total magazines	432	395	461	556	600	577	575	3,596
Average per teacher	7 0	6 8	7 2	7 0	7 1	6 9	7 7	7 1

* For explanation of the miscellaneous see pp. 811

BOOKS REPORTED

Books	GRADES							
	I	II	III	IV	V	VI	Unc	Total
<i>General classes</i>								
Fiction	70	63	61	107	105	160	109	675
Biography	32	25	26	25	49	42	47	246
Nonfiction	16	19	17	32	26	22	35	167
Psychology	11	19	35	14	20	32	29	160
Education	27	16	30	27	14	33	11	158
History	7	6	5	24	32	26	24	124
Travel	6	8	10	27	20	25	18	114
Reading problems	10	16	6	7	6	7	9	61
Economics and sociology	0	5	7	6	8	15	16	57
Activity in school	14	6	9	9	4	3	2	47
Science	3	2	5	5	9	10	6	40
Arts and crafts	3	3	4	6	7	4	3	30
Social studies	0	2	2	2	7	11	6	30
Curriculum	4	3	5	4	3	8	1	28
Drama	3	1	2	6	6	0	7	25
Government	1	6	4	2	1	3	8	25
Current events	2	1	2	2	1	6	2	16
Poetry	2	2	2	2	1	1	6	16
Religion and philosophy	0	1	2	0	1	4	4	12
Child-centered school	0	0	4	1	0	4	0	9
Essays	2	0	0	0	0	0	2	4
<i>Titles</i>								
North to the Orient	18	16	17	20	25	14	15	125
Gone with the Wind	13	8	15	18	18	16	18	106
Drums along the Mohawk	16	7	10	7	17	16	19	92
Green Light	9	8	7	11	9	11	3	58
Anthony Adverse	5	5	6	6	7	12	5	46
It Can't Happen Here	7	4	4	5	4	5	11	40
Around the World in Eleven Years	7	4	4	7	5	3	3	33
The Last Puritan	5	1	5	6	3	9	4	33
Mary of Scotland	6	2	3	5	6	6	4	32
Social Studies in Primary Grades	11	7	5	2	3	1	2	31
Listen to Lonesome Drum	5	2	2	1	6	4	9	29
Magnificent Obsession	6	4	1	5	4	2	2	24
Man the Unknown	2	4	1	1	5	5	5	23

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BOOKS REPORTED—*Continued*

Books	GRADES							
	I	II	III	IV	V	VI	Unc	Total
<i>Titles or authors</i>								
American Doctor's Odyssey	3	2	2	5	1	4	5	22
The Good Earth, Sons, etc	1	3	1	4	2	3	8	22
Wake Up and Live	2	4	2	8	2	2	2	22
Alexander Woolcott	8	2	2	2	2	2	3	21
Forty Days of Musa Dagh	4	1	2	3	2	6	2	20
Seven Pillars of Wisdom	4	2	3	4	1	5	1	20
Good-bye, Mr. Chips	4	2	3	2	3	4	1	19
The Doctor	1	1	3	1	4	3	6	19
Clarence Day	1	2	0	4	1	2	3	13
Live Alone and Take It	1	3	0	2	1	4	2	13
Personal History	0	1	2	3	3	1	2	12
The Bible	3	2	2	1	0	0	3	11
Nordhoff and Hill	0	3	0	4	3	1	0	11
Rabble in Arms	1	2	0	1	1	1	1	7
Miscellaneous*	22	15	16	22	28	17	20	140
Total teachers	62	58	64	79	84	83	74	504
Total books	178	321	358	466	458	575	504	3,088

* Too infrequently reported

APPENDIX F

MAGAZINES READ BY PARENTS
OF HIGH-SCHOOL STUDENTS

NUMBER OF READERS OF SEVEN
WIDELY READ MAGAZINES

	EXTOWN	WYTOWN
Esquire	15	10
Harper's Bazaar	14	4
Life	91	57
New Yorker	59	10
Saturday Evening Post	103	40
Time	71	33
Vogue	23	6

APPENDIX G

QUALITY OF FICTION SUPPLIED BY EACH SOURCE*

EXTOWN AND WYTOWN

SOURCE	GIRLS		BOYS	
	Grade IX	Grade XII	Grade IX	Grade XII
School library	1 44	1 74	1 34	2 21
Public library	1 27	1 58	1 41	1 58
Personal library	1 48	2 64	1 39	1 50
Friends	1 44	1 93	1 18	1 40
Others	1 50	1 75	1 34	2 09

* This table contains index numbers representing qualitative differences in novels read. Those classed as "inferior" were added to those classed as "medium" times two, and then added to those classed as "superior" times three. The sum was then divided by the number of students reporting in each case.

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